

# MONTANA PTA CURRENT RESOLUTION BOOK

**Note:** A complete review of the contents of this book was completed in 1999. The resolutions and position statements contained in this book are considered the current resolutions of the Montana PTA regardless of their original adoption date. Each year resolutions or position statements adopted more than five years previous shall be reviewed for timeliness. ***Annual updates shall be provided by the Montana PTA. The local unit president shall be responsible for maintaining a copy of this publication for their unit.***

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## Section 1: Introduction

### The Legislative Program

The legislative program of the Montana PTA is determined by the three following processes. They are:

- a. Issues selected at the Legislative Assembly.
- b. Resolutions adopted at the State PTA convention.
- c. Positions adopted by the State PTA Board of Directors.

**Legislative issues** selected by the delegates at Legislative Assembly become priority issues defining the Montana PTA legislative program for the current year. As the association's legislative priorities, they are the primary factors in determining the actions and activities of the Legislative Chairperson, lobbyists and other PTA members during the legislative session. They determine what, given the financial and human resources available, the State PTA will monitor and attempt to affect/influence through supporting, opposing, or writing legislation, as well as working with other groups, coalitions and organizations.

**Resolutions** adopted by the delegates at the association's annual business meeting (the annual state convention) are long-term positions of the Montana PTA as outlined in the Legislative Platform "Where We Stand." Resolutions allow the Board of Directors, the Legislative Chairperson, committees, lobbyists and other PTA members to represent the position(s) of the State PTA on issues addressed by the resolutions.

The Montana State PTA Board of Directors adopts **board positions** in response to a situation, which usually requires immediate attention by the association. Positions are consistent with the mission and purposes of PTA and are not in conflict with legislative priorities or resolutions.

#### ***The Relationship***

Legislative issues define the *proactive* legislative agenda of the Montana PTA for a current year. Resolution and Board positions tend to define the *reactive* agenda for the association.

#### ***General Criteria for Developing an Issue Statement or Resolution***

To be appropriate for consideration, a legislative policy statement shall:

1. concern a field of interest of the Montana PTA;
2. be in harmony with the basic policies of the Montana PTA;
3. concern a matter which is statewide in scope and requires statewide action for solution;
4. be written in language appropriate for statewide consideration;
5. be accompanied by background material sufficient to give a person with no previous knowledge of the subject enough information to make an intelligent decision.

# Where We Stand

## MONTANA PTA LEGISLATIVE PLATFORM

The Montana PTA will recommend, initiate and support legislation and appropriations for public schools that will insure all children and youth in Montana a high quality education.

The Montana PTA will support legislation for the improvement of community programs and facilities which provide maximum protection against moral, emotional and physical hazards for children and youth and strengthen home and family life.

The Montana PTA believes all levels of government play varying roles in ensuring that the educational needs of all citizens are met. In order to ensure effective and efficient use of limited public resources, the responsibilities of each level should be clearly defined.

Controls of the public schools belong to the taxpayers through their nonpartisan state Board of Education and elected nonpartisan local Boards of Education and the Montana PTA shall oppose any legislation that would curtail the power and responsibility of local Boards of Education. No local, state or federal legislation, policies or procedures would be passed that will erode the authority

of local Boards of Education.

The State role in education should include the responsibility of providing a system of financing education to ensure adequate and equitable financing of public elementary and secondary schools and to ensure the continued strength and diversity of post-secondary institutions. In addition, the State should be formally committed to ensuring all persons within Montana an equal educational opportunity without regard to race, sex, national origin, handicapping condition, ethnic heritage, economic condition or geographic location.

The Federal role in education should include the responsibility to ensure access to and equality in educational opportunities, to invest in research and development to improve the quality of education, to uphold basic civil rights protections and to prepare a workforce which will meet the nation's economic and defense needs. We believe these areas a responsibility are of such importance to the achievement to national goals that the federal budget must reflect a share to the investment necessary for their implementation.



# Legislative Platform 2015

## 1. Support Family Engagement in Education

**Action to be taken:** The Montana PTA will actively support legislation during the 2015 Legislative Session in regards to Family Engagement strategies where it is needed most while encouraging state and local district flexibility in identifying programming that works best.

## 2. Support Early Childhood Education.

**Action to be taken:** The Montana PTA will convey information to PTA members, school leaders, and parents regarding the importance for high-quality child care and preschool programs, and support the affordable and accessible, coordinated at all levels, characterized by high standards for teaching, training, health and safety and incorporate strong family engagement components.

## 3. Support Special Education.

**Action to be taken:** The Montana PTA will continue to advocate to ensure that all students graduate from high school, are college and career-ready, see to it that family engagement remains a fundamental principle of IDEA, and work to ensure that the rights of children with disabilities and their parents are fully protected.

## 4. Support Education Funding.

**Action to be taken:** The Montana PTA will actively support the investment for a quality education critical for our state long-term success. We will speak with a balanced and fair approach protecting vital education investments, securing dedicated funding for family engagement in education, increasing funding for IDEA and maintaining or increasing investments in quality early learning programs.

## 5. Support School Safety.

**Action to be taken:** The Montana PTA will actively support this crucial component of effective learning. The safety of children and faculty in all school settings is a fundamental right and has made it the utmost priority for programmatic and advocacy work. This includes programming and policies related to safe routes to school, bullying prevention and the protection of children from gun violence.

## 6. Support Child Health and Nutrition.

**Action to be taken:** The Montana PTA strongly supports continued implementation of Healthy and Hunger free Act of 2010, including healthy guidelines for all foods sold in schools, strengthening Local Wellness Policies and improving nutrition standards for meals served as a part of the National School Lunch and Breakfast Programs.



# RESOLUTION GUIDE

## WHAT IS A RESOLUTION?

A resolution is a formal expression of the opinion or will of a group adopted by a vote. Resolutions call for action by the National PTA or the states, districts/regions, councils or local units of the PTA. It is an original main motion which because of its importance, length, or complexity is submitted in writing. A resolution usually consists of two main parts:

PREAMBLE: The “*Whereas*” clause(s) contain the background information and the reason for the resolution.

REQUEST FOR ACTION: The “*Resolved*” clause(s) contain the request for action. Each requested action should have its own “*Be It Resolved*” clause.

## WHY SUBMIT A RESOLUTION?

A resolution submitted to the Montana PTA calls for action by the organization and/ or its members, local units or councils. Resolutions are your opportunity to address problems, situations or concerns which affect the organization, public education or the welfare of children and youth in our state or country.

## SUBMITTING A RESOLUTION

### CRITERIA:

1. A resolution must:
  - address an area of concern for the Montana PTA
  - be in harmony with the basic objects and policies of NPTA
  - concern a matter which requires attention or action
  - be written in language appropriate for statewide consideration
  - be accompanied by substantiated rationale
2. Any follow-up action to be taken should be physically and financially feasible for the association.
3. A resolution cannot be a previously adopted position.

## STEPS IN PREPARING A RESOLUTION

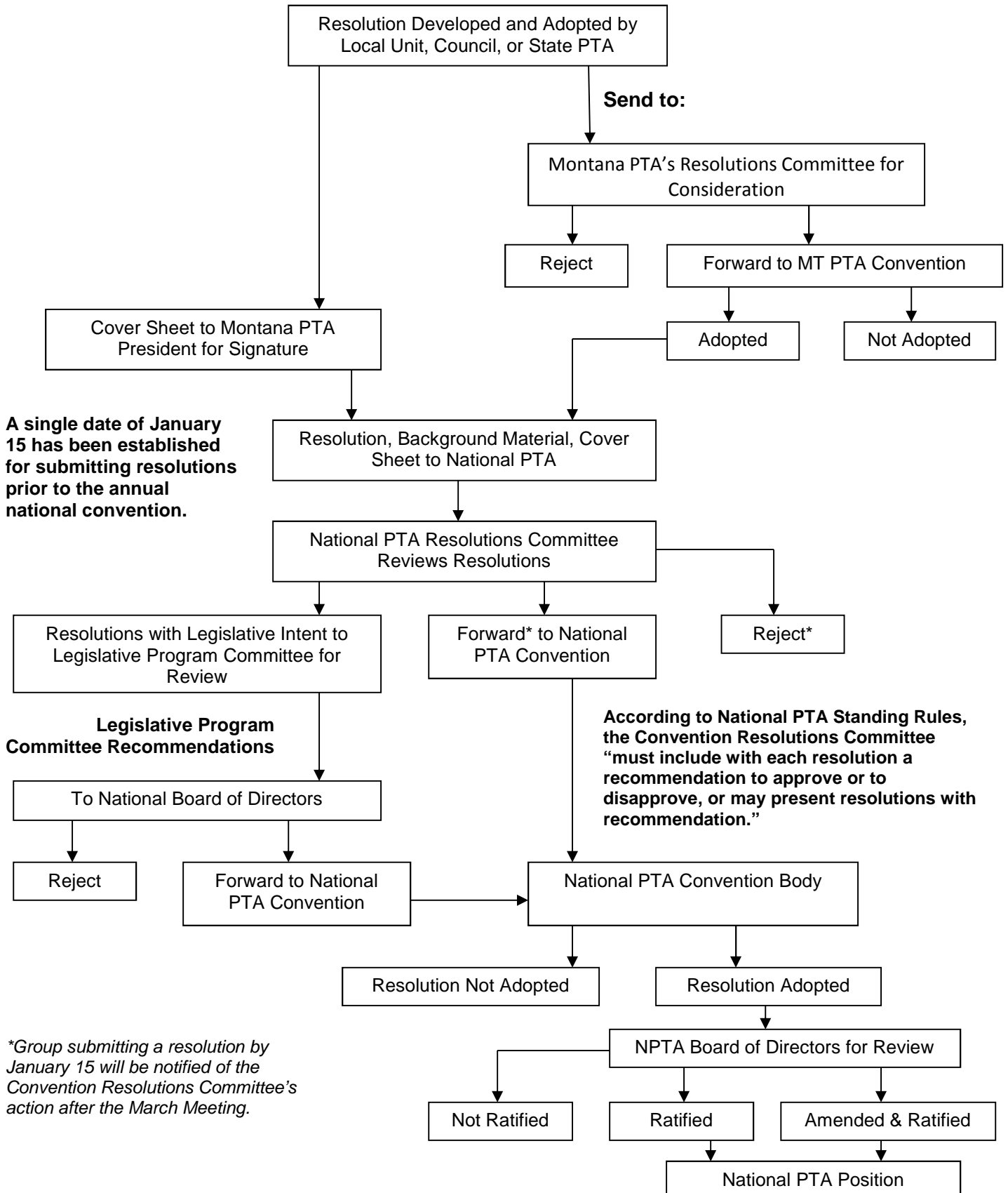
1. Identify the concern:
  - Be sure the concern is a matter of statewide or national scope
2. Research and gather supporting background materials which are sufficient to allow a person with no prior knowledge of the subject to make an informed, intelligent decision.
3. Write the resolution in the proposed format taking care to insure that:
  - each "*Whereas*" is accompanied by sufficient background material
  - one of the "*Be it Resolved*" directs the Montana PTA to take action
4. All resolutions shall be typewritten and a copy submitted to the Legislative Chairperson and the State Office postmarked no later than **March 1st**. The resolution must be accompanied by a **signed Resolution Submission Form and the supporting rationale**.
5. A member of the submitting group **must** be present at the convention to provide rationale in support of the resolution.

## HOW TO WRITE A RESOLUTION

**A RESOLUTION IS A FORMAL WAY OF STATING INTENDED ACTION BY A GROUP. THE SECTIONS OF A RESOLUTION ARE WRITTEN IN THE FOLLOWING FORMAT:**

1. A **TITLE** which identifies the **problem or issue** or its **proposed solution**.
2. The **PREAMBLE** which is used when the information is necessary to explain the "**RESOLVED**" section. Each **PREAMBLE** clause should be written as a separate paragraph, beginning with the word "**Whereas**". The first word should begin with a capital letter. The **PREAMBLE**, regardless of its length and number of paragraphs, should never contain a period. Each paragraph should close with a semi-colon. The next to the last paragraph should close with a semi-colon, after which a connecting phrase such as "**Therefore**" or "**Therefore Be It**" or "**Now Therefore, Be It**" is added.
3. The **RESOLVED** section indicates what action is proposed. There may be more than one "**Resolved**" clauses, each stated separately. The word "**RESOLVED**" is underlined and printed in capital letters, followed by a comma and the word "**THAT**". Each resolved clause must be a separate paragraph and may be ended with a period or a semi-colon and in the case of the next last clause, be followed by the word "**AND,**"

# The Convention Resolutions Process



## Section 2: Health and Welfare

### ALCOHOL AND DRUGS

#### **SCHOOL DISCIPLINE FOR USE OF MOOD ALTERING CHEMICALS BY STUDENTS 1987**

- WHEREAS, The illegal use of mood-altering chemicals by students is a major concern; and
- WHEREAS, Standards for students participating in extra-curricular activities of their school should demonstrate the highest standards of appropriate behavior; and
- WHEREAS, The Montana PTA has encouraged all its members to become aware of the hazards of the use and abuse of mood-altering chemicals by children and youth; and
- WHEREAS, The most effective approach to solving the problems of mood-altering chemical abuse by children and youth is a combined effort on the part of the home, school, place of worship and community; and
- WHEREAS, The Montana High School Association (MHSA) oversees and regulates students participation in extra-curricular activities; and
- WHEREAS, Whenever possible, our discipline standards in dealing with students involved with mood-altering chemical abuse should be fair and consistent; now therefore be it
- RESOLVED,** That the Montana PTA urge all its member units, councils, and the MHSA to review local school district policies regarding the use of mood-altering chemicals by students, and to urge the formation of strong local school district policies where none or weak ones exist.

**SUPPORT OF REPORTING DRUNK DRIVER PROGRAMS 1982**  
**Reaffirmed - 2010**

- WHEREAS, Drunk drivers constitute a grave threat to the well-being of all who travel the nation's roads and highways; and
- WHEREAS, Statistics indicate the majority of all vehicle accidents in Montana are alcohol related; and
- WHEREAS, Drinking and driving have become increasingly acceptable by an alarming proportion of our population; and
- WHEREAS, Montana PTA is dedicated to the protection and safety of persons of all ages; therefore be it
- RESOLVED,** That MPTA offer its support of programs which advocate reporting drunk drivers; and be it further
- RESOLVED,** That MPTA give its full support to measures that help reduce this national menace including, but not limited to 1) developing laws that require stiffer penalties for drunk offenders, 2) developing effective, well-financed education programs aimed at making drinking and driving a socially unacceptable act for the American Public and 3) developing support from the public and law enforcement for intensive programs aimed at finding the drunk driver and keeping him /her off the road.

## HEALTH AND ENVIRONMENT

### **ATTENTION DEFICIT DISORDER IN CHILDREN 1992**

- WHEREAS, The third object of PTA is to bring into closer relation, the home and the school, that parents and teachers may cooperate intelligently in the education of youth; and
- WHEREAS, Attention Deficit Disorder and Attention Deficit Hyperactivity Disorder (ADD/ ADHD) are recognized as the leading problems of school-age children today with at least one child in every classroom having this hidden disability; and
- WHEREAS, Current medical research indicates that ADD/ ADHD is a dysfunction of the central nervous system that affects children from birth onward; and
- WHEREAS, When unidentified and untreated, ADD/ ADHD children are at much greater risk for academic underachievement, school failure and dropout, drug and alcohol abuse, teen pregnancy, emotional problems, social problems, auto accidents, and problems, auto accidents, and economic underachievement as adults; 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 medication may be needed for reinforcement of such interventions; now therefore be it
- RESOLVED,** That the Montana PTSA and its constituent bodies support effective intervention to the unique learning strengths and needs of every child and that school psychologists should have a vital role in developing and monitoring effective interventions with students with ADD/ ADHD; and be it further
- RESOLVED,** That the Montana PTSA and its constituent bodies support legislation for funding to assist in training of parents, teachers, and other school personnel in identifying ADD/ ADHD behaviors and to develop appropriate social behaviors and to support funding for further research into the cause and treatment of ADD/ ADHD; and be it further
- RESOLVED,** That the Montana PTSA submit this resolution to the National PTA for consideration for presentation to the 1992 NPTA convention delegates.

**FLUORIDE MOUTHRINSE PROGRAM 1992**

- WHEREAS, The use of fluoride has been demonstrated over the years to be an effective method in reducing dental caries (cavities) and PTA supports the use of fluoride in appropriate levels as a means of reducing dental caries; and
- WHEREAS, The Montana Department of Health and Environmental Sciences recommends a school-based program using a voluntary fluoride mouthrinse program once weekly for thirty-three weeks in schools in communities where the drinking water supply has a fluoride content of less than 0.7 parts per million (ppm); and
- WHEREAS, The Montana Department of Health and Environmental Sciences offers a voluntary school-based fluoride mouthrinse program; and
- WHEREAS, Voluntary school-based fluoride mouthrinse programs will benefit the children that have no regular dental treatment or preventive care; now therefore be it
- RESOLVED,** That the Montana PTSA supports a Dental Program, within the Montana Department of Health and Environmental Sciences, to provide school districts in Montana the supplies and training necessary to administer a voluntary school-based fluoride mouthrinse program; and be it further
- RESOLVED,** That the Montana PTSA, it's Units and Councils urge local school districts to utilize the voluntary fluoride mouthrinse program available through the Montana Department of Health and Environmental Sciences.

**PESTICIDE RESIDUES 1989**

- WHEREAS, The third object of the PTA is to secure adequate laws for the care and protection of children and youth; and
- WHEREAS, According to data compiled by the National Resource Defense Council, our nation's children are being harmed by dangerous amount of pesticides which pose an increased risk of cancer, neuro-behavioral damage and other health problems; and
- WHEREAS, Preschoolers have greater exposure to pesticide residues than adults because they eat more food, relative to their weight, and consume much larger quantities of fruit, which has a high likelihood of being contaminated with pesticides; and
- WHEREAS, The government does not require adequate testing for neurotoxic effects of pesticides nor does it regulate "inert" ingredients; therefore be it
- RESOLVED,** That the National and State PTAs urge Congress to act with all expediency to establish health-based standards, as they relate to children, for pesticide residues in food; and be it further
- RESOLVED,** That National and State PTAs urge Congress to require the FDA to improve its methods for detecting pesticides in food; and be it further
- RESOLVED,** That National and State PTAs urge Congress to clarify EPA's authority to revoke or modify tolerances swiftly when dietary exposures to pesticides are found to present significant risk; and be it further
- RESOLVED,** The National and State PTAs urge Congress to take the appropriate steps necessary to enable growers and packers to minimize pesticide residues in food; and be it further
- RESOLVED,** That National PTA alert its membership through all its appropriate publications to the effects of pesticides on our very young.



**SCHOOL ACCREDITATION STANDARDS FOR SCHOOL NURSES 1991**  
**Reaffirmed - 2010**

- WHEREAS, A student's physical, mental, emotional and social health directly affects the quantity and quality of learning, and the primary objective of school nursing services, as provided by the professional school nurse, is to strengthen the education process of children and youth by assisting them to improve or adapt to their health status; and
- WHEREAS, A comprehensive school health program should include health services with QUALIFIED personnel; and
- WHEREAS, The primary responsibility for the health of the child must rest with the parents, the school nurse shares the responsibility for providing the organization, leadership development and implementation of the school health program; and
- WHEREAS, The school nurse participates with other key members of the community responsible for assessing, planning, implementing and evaluating, school health services and community services that include the broad continuum of promotion of primary, secondary and tertiary prevention of health problems and poor health in children and youth; and
- WHEREAS, The demands of school nursing services have grown rapidly in recent years while budget cuts and shortages of nurses have reduced school nursing services; and
- WHEREAS, The school is the most cost effective community setting for the implementation of meaningful health care services for children and youth; and
- WHEREAS, Neither Montana law nor accreditation standards require school districts to employ school nurses; and
- WHEREAS, The delivery of quality nursing services is directly proportional to the student load of the school nurse and the National School Nurse Association believes that ratio to be 1:750; therefore be it
- RESOLVED,** That the Montana PTSA and its constituent units urge the Board of Public Education to promulgate school accreditation standards to specify the scope of school health services and support utilization of qualified school nurses in such programs.

**SCHOOL BREAKFAST PROGRAM 1988**  
**Reaffirmed 2011**

- WHEREAS, Nutrition and health are PTA priorities; and
- WHEREAS, Breakfast is considered to be the most important meal of the day where blood sugar are replenished and the body should get one-third of its daily nutrients; and
- WHEREAS, Our children's and youths attention and performance in school will suffer without a nutritious breakfast; and
- WHEREAS, The school breakfast program has been credited with increasing educational achievement, improving child health, decreasing classroom disruptions and discipline problems, and improving school attendance; and
- WHEREAS, The school breakfast program is targeted to low-income children and that one in five American children live below the poverty level; and
- WHEREAS, The school breakfast program is often not utilized in our schools; therefore be it
- RESOLVED,** That local PTAs study the need for a school breakfast program in their own communities so that existing school food service programs may be strengthened or that new ones be established, and that such programs make breakfast available to all children at a minimum cost with special provisions made for free the reduced price breakfasts for those who cannot afford to pay full price; and be it further
- RESOLVED,** That the Montana PTA through its local Units /Councils provide parents with information about the school breakfast program; and be it further
- RESOLVED,** That the Montana PTA through its local Units/Councils urge educators, school board members, and the total community to support and encourage utilization of the school breakfast program.

### **SCHOOL LUNCH PROGRAM 1988**

- WHEREAS, The number of children living in poverty is on the increase in Montana, and hunger and inadequate nutrition are directly related to poverty; and
- WHEREAS, Inadequate nutrition and hunger have negative effects on learning, behavior and productivity; and
- WHEREAS, A US Department of Agriculture study of the School Lunch Program demonstrates that this program makes nutritional improvements in the children's diet; and
- WHEREAS, the School Lunch Program is available to all public and private non-profit schools that request it; therefore be it
- RESOLVED,** That local PTAs study the school lunch needs in their own communities so that existing school food service programs are strengthened or that new ones are established; and be it further
- RESOLVED,** That Montana PTA through its local Units/Councils provide parents with information about the School Lunch Program and their children's right to be included in it; and be it further
- RESOLVED,** That the Montana PTA through its local Units/Councils encourage the monitoring of the nutritional quality of local school lunch programs in order to ensure high quality nutritional content of such programs; and be it further
- RESOLVED,** That the Montana PTA through its local Units/Councils urge educators, school board members, administrators and the total community to support and encourage the utilization of the National School Lunch Program.

### **SUPPORT "COMMUNICABLE DISEASE POLICY" IN SCHOOL 1986**

- WHEREAS, The Montana PTA works to promote the health and safety of all children and youth; and
- WHEREAS, The health and safety of all children is of the utmost concern to all persons; and
- WHEREAS, Communicable disease control depends on continual surveillance and in selected situations, investigation of cases; and
- WHEREAS, Communicable diseases means an illness due or suspected to be due to a specific infectious agent or its product to a susceptible host, directly or indirectly; therefore be it
- RESOLVED,** That the Montana PTA urge local units to encourage their school districts to adopt a "Communicable Disease Policy" working with the Office of Public Instruction and Department of Health.

**TOURETTE SYNDROME AWARENESS CAMPAIGN 1986**

- WHEREAS, Medical research has shown that approximately one out of 100 individuals are carriers of the gene responsible for Tourette Syndrome; and
- WHEREAS, Researchers have discovered links between Tourette Syndrome and some conduct disorders and learning problems; and
- WHEREAS, The condition known as Tourette Syndrome, a common genetic disorder whose primary manifestations are motor and vocal tics (motor tics are involuntary movements of any muscle, ranging from sudden, rapid, jerking motions to slower stretching movements), can have detrimental affects on children and youth in all aspects of their lives; and
- WHEREAS, The objects of the National PTA challenge us to promote the welfare of children and youth in home, school, community and place of worship; and
- WHEREAS, Awareness education about Tourette Syndrome could increase overall awareness about Tourette Syndrome enabling parents and teachers to recognize the condition and get early diagnosis and medical attention for afflicted children and youth; and
- WHEREAS, The National PTA has a nationwide network of caring individuals who can help their communities recognize and accept Tourette Syndrome children and youth; and therefore be it
- RESOLVED, That the Montana PTA urge National PTA to make Tourette Syndrome Awareness one of its ongoing awareness campaigns; and be it further
- RESOLVED, That the National PTA urge its State, Council, and Local Unit PTAs to make Tourette Syndrome Awareness materials available to parents and teachers; and be it further
- RESOLVED, That the National PTA support, where appropriate, the use of federal funds for medical research to further investigate Tourette Syndrome and other disorders that negatively affects the lives of children and youth.

SAFETY**CHILD ABUSE 1986**

- WHEREAS, The phenomenon of nationwide child abuse annually results in untold tragedy and suffering for unknown numbers of children; and
- WHEREAS, The causes of child abuse are many and complex, crossing social, economic and educational lines; and
- WHEREAS, PTA is an advocate for all children and their safety; and
- WHEREAS, There is a need for better communication and fuller grasp of the respective roles and responsibilities of all agencies involved with the protection of children on reservations and elsewhere; therefore be it
- RESOLVED,** That National PTA and State PTAs support immediate action from their respective State and National Legislators in the investigation and standardization of Federal, State, City, County, and Tribal Codes Jurisdiction concerning child abuse and neglect; and be it further
- RESOLVED,** That National PTA and State PTAs urge cooperation between and among Federal, State, City, County, and Tribal Agencies in the apprehension, extradition, prosecution, and sentencing of perpetrators of child abuse and neglect.

**CHILD MOLESTATION 1981**

- WHEREAS, The incidence in the number of crimes of child molestation is increasing; and
- WHEREAS, School instruction adds reinforcement to parental guidance; and
- WHEREAS, The Montana PTA, in addressing the education, welfare, and health of youth, is an important element in spear-heading programs for the protection of youth; therefore be it
- RESOLVED,** The Montana PTA urges the development of special programs to educate children and youth to potentially dangerous situations which could lead to child molestation; and be it further
- RESOLVED,** That the Montana PTA encourage the cooperative efforts of the Office of Public Instruction, school districts, law enforcement and other interested agencies in the development of such programs.

### **CORPORAL PUNISHMENT 1988**

- WHEREAS, The first object of the PTA is to promote the welfare of children and youth in home, school, community and place of worship; and
- WHEREAS, The third object of the PTA is to secure adequate laws for the care and protection of children and youth; and
- WHEREAS, Corporal punishment has been abolished in many developed countries of the
- WHEREAS, Even the US Supreme Court has supported the legality and constitutionality of "reasonable force" while eliminating corporal punishment from many institutions other than schools; and
- WHEREAS, Many school districts in Montana do not have policies prohibiting corporal punishment nor viable alternatives in place; and
- WHEREAS, Many alternatives to corporal punishment as a disciplinary measure are available, and for the most part have a more beneficial effect; therefore be it
- RESOLVED,** That the Montana Congress of Parents and Teachers make available to Units/Councils information on corporal punishment laws, procedures, and alternatives; therefore be it further
- RESOLVED,** That the Montana Congress of Parents and Teachers establish a position opposing corporal punishment in accordance with the Health and Welfare Policies of the National PTA; and be it further
- RESOLVED,** That the Montana PTA through its local Units/Councils work with school districts to develop disciplinary procedures which will result in positive behavior of students and utilize positive alternative techniques.

**FIRST AID AND CPR TRAINED STAFF IN MONTANA PUBLIC SCHOOLS 1999**

- WHEREAS, The safety and health of children are priorities for public school districts, schools, personnel, and parents; and
- WHEREAS, Even under the best of circumstances accidents and disease happen; and
- WHEREAS, School accidents account for one fifth of reported accidents; and
- WHEREAS, When accident and disease happen public school districts, schools, and school personnel must be prepared to act to protect life and limb; and
- WHEREAS, Seriously injured or ill children who receive aid from a trained bystander within the critical first four minutes stand an excellent chance of recovery; and
- WHEREAS, In 1979 the National PTA recommended that at least two persons in every school be trained in CPR; and
- WHEREAS, There is currently no requirement that anyone in Montana public schools be trained to provide immediate first aid or CPR; and
- WHEREAS, The Montana PTA in 1999 prioritized legislation that provides for each public school to have persons on staff trained in first aid and CPR; and
- WHEREAS, Accreditation of public schools resides with the Board of Public Education; and
- WHEREAS, The implementation of the accreditation standards resides with local school boards of trustees with assistance from the Office of Public Instruction; therefore be it
- RESOLVED,** That the Montana PTA actively support the Board of Public Education, Office of Public Instruction, local boards of trustees, providers of professional development, and the Montana legislature in guaranteeing that identified personnel trained in first aid and CPR be present in every public school in Montana.

### **MISSING CHILDREN 1985**

- WHEREAS, Nearly 2 1/2 million children disappear each year; and
- WHEREAS, Many are abducted by strangers, non-custodial parents or others; and
- WHEREAS, All of them are in danger, vulnerable to exploitation, abuse and murder; therefore be it
- RESOLVED,** That the Montana PTA encourage all local school districts to establish a "parent alert" policy; and be it further
- RESOLVED,** That the Montana PTA encourages the cooperative efforts of the Montana PTA, Office of Public Instruction, school districts, law enforcement and other agencies in the development of such programs designed to educate parents, children and community agencies in ways to prevent the abduction of children.

### **RAILROAD SAFETY 1991**

- WHEREAS, PTA is intensely concerned with the protection and safety of children and youth; and
- WHEREAS, Safety means providing children and adults with an environment that is as free as possible from hazards; and
- WHEREAS, PTA believes every child should have an education that helps develop safe living habits; and
- WHEREAS, Misinformation and non-information abound concerning train vehicle safety; and
- WHEREAS, Many tragic situations have been found to be related to the elements of human frailty including but not limited to, inability to tolerate delay, the thrill of risk or hazard, impulsive actions, inattention, intoxication, illness and suicide tendencies; and
- WHEREAS, Persons are often indifferent to railroad crossings and often disregard flashing signals, horns, bells, and crossing gates; and
- WHEREAS, Education of children and adults and public awareness concerning train vehicle safety will significantly reduce train vehicle accidents; therefore be it
- RESOLVED,** That the Montana PTSA and the National PTA urge its constituent bodies to support programs and projects which educate and alert children, youth, and adults on safe behavior around railroads and railroad crossings.



## SAFE ROUTES TO SCHOOL RESOLUTION 2011

**WHEREAS**, childhood obesity rates have more than tripled in the last 30 years;

**WHEREAS**, 18.9 percent of children in the State of MT are overweight or obese;

**WHEREAS**, overweight adolescents have a 70 percent chance of becoming overweight or obese adults;

**WHEREAS**, overweight children and adults are at greater risk for numerous adverse health consequences, including type 2 diabetes, heart disease, stroke, high blood pressure, high cholesterol, certain cancers, asthma, low self-esteem, depression, and other debilitating diseases;

**WHEREAS**, healthy eating and physical activity are among the most effective interventions for the prevention and treatment of obesity and other chronic diseases;

**WHEREAS**, most American youth do not meet the U.S. Centers for Disease Control and Prevention's recommendation of at least 60 minutes of moderate to vigorous activity every day;

**WHEREAS**, participation in daily physical education has declined over the past two decades, and few schools provide daily physical education or its equivalent for the entire school year for all students in all grades in the school;

**WHEREAS**, in an effort to increase class time for academic learning, many schools have severely limited physical education from the curriculum;

**WHEREAS**, the number of children nationwide that walk or bike to school has dropped from 48 percent in 1969 to merely 13 percent as of 2009;

**WHEREAS**, research indicates that participation in physical activity can improve academic achievement and that higher levels of physical fitness are linked to improved academic performance among children and teens; and therefore it be

**RESOLVED**, that the Montana PTA and its constituent organizations support Safe Routes to School programs and urge schools to implement such programs; and be it further

**RESOLVED**, that the Montana PTA and its constituent organizations urge school districts to work with city planning and law enforcement departments to improve walking and biking safety in the vicinity of schools; and be it further

**RESOLVED**, that the Montana PTA and its constituent organizations support school siting and community design that allows students to bike or walk to school.

### SATANISM 1991

- WHEREAS, The objects of the PTA are to promote the welfare of children and youth in home, school, community, and place of worship, and to develop between educators and the general public such efforts as will secure for all children and youth the highest advantages in physical, mental, social, and spiritual education; and
- WHEREAS, The object of PTA is also 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, Satanism, which is the worship of the devil, has a coercive influence and encourages behavior that promotes aggression, violence, drug abuse, and sexually deviant acts by our children and youth and force followers to break relations with their families outside the cult; and
- WHEREAS, Exposure to heavy metal music that strongly promotes this activity and to fantasy games which involve the recreating of scenes of murder, rape, robbery and Satan type rituals have been found to encourage aggression, violence, drug abuse, and sexually deviant activity; and
- WHEREAS, Mixed messages regarding values and behavior are often part of cult doctrine and practices i.e. opposites in behavior being reconciled (obedient behavior/rebellious behavior, love/hate, right/wrong, black/white) which lead to cognitive confusion; and
- WHEREAS, This exposure may come at a time in a youngster's life when values are being formed the youngster is developing a concept of adult behavior thereby leaving the young person vulnerable to messages that promise the "power" or "magical powers"; and
- WHEREAS, There have been reported increases in the number of teenagers who have become entangled in certain cult activity that is fraught with danger; therefore be it
- RESOLVED,** That the Montana PTSA and its units and councils urge schools to instruct their administrators, teachers, counselors, and parents to recognize the signs of a satanic cult-impacted child, such as may be found on papers, drawings, doodles, dress, mannerisms, and expressions that may be negative indicators of suicide, fantasy, stress or cult-related behavior; and be it further
- RESOLVED,** That the Montana PTSA urge their units to hold educational programs to educate parents to the importance of knowing to what their children are listening, watching, reading and doing and to educate children to recognize the signs and mannerisms of satanic cult activities; and be it further
- RESOLVED,** That the Montana PTSA encourage units to inform parents and educators of the importance of positive communication with young people and of directing and encouraging people toward positive and thoughtful expression; and be it further
- RESOLVED,** That PTAs encourage all programs for children and youth in school and community be used in positive ways and implemented to encourage pro-social, responsible behavior in young people.

**SEXUAL AND VIOLENT OFFENDERS RESIDING IN CLOSE PROXIMITY TO SCHOOLS AND PARKS 2004**

- Whereas, Currently there are approximately 4,000 Sexual and Violent Offenders registered in Montana; and
- Whereas, Many experts agree that persons with pedophilic tendencies maintain their sexual attractions to children forever; and
- Whereas, Currently, Montana state law regarding Sexual and Violent Offenders does not restrict the location of their residence, only that they register their location with the corresponding county; and
- Whereas, The only restriction regarding residence proximity to schools and parks would be a court order from the judge during the sex offenders sentence; be it therefore
- Resolved,** That the Montana PTA, its units, and councils urge the Montana Legislature to change current law to restrict Sexual and Violent Offenders from residing within 600 yards from any school or park, not to supersede any decisions or restrictions handed down from the sentencing judge

**SUPERVISION ON GRADE SCHOOL PLAYGROUNDS 1984  
Reaffirmed 2011**

- WHEREAS, PTA is an advocate for the health and safety of all children; and
- WHEREAS, The safety of children on school playgrounds is of the utmost concern to all persons; and
- WHEREAS, Because of the large groups of children together on school playgrounds, and the variety of accidents that do occur daily; therefore be it
- RESOLVED,** That Montana PTA and its member Units/Councils advocate adequate supervision as determined by the communities involved, on all grade school playgrounds during the school day.

**SUPPORT PARENT NOTIFICATION PROGRAM 1986  
Reaffirmed 2011**

- WHEREAS, The Montana PTA works to promote the safety and welfare of all children and youth; and
- WHEREAS, Child abduction can happen as a child is going to school and a parent could be unaware of that event until the child failed to return home from school at the proper time; and
- WHEREAS, Up to 1,500,000 children are reported missing from their homes each year, and between 20,000 and 50,000 children who have been reported missing each year are still missing at the end of the year; and
- WHEREAS, Statistics show that the sooner the parents know that a child is missing the faster the law enforcement personnel respond, the greater the chances are of recovering a child in danger before harm can be done; and
- WHEREAS, With a "Parent Notification Program," parents or guardians are made aware that their child has not arrived at school; therefore be it
- RESOLVED,** That the Montana PTA assist local units to encourage their school districts to implement a Parent Notification Program in their own school; and be it further
- RESOLVED,** That the Montana PTA urge local units to encourage their school districts to notify parents or guardians as soon as possible the same day their child has not arrived at school.

**USE OF SCHOOL BUS 1982**

- WHEREAS, It has been proposed that school districts be allowed to transport children in 4-wheel drive vehicles instead of school buses or mini-buses when it is deemed necessary by the district; and
- WHEREAS, The MPTA is dedicated to the protection and safety of children and youth; and
- WHEREAS, Standard school buses must meet safety standards and regulations; therefore be it
- RESOLVED,** That the MPT A support the continued use of regulation school buses for the transfer of students, as opposed to the use of vehicles which may not meet safety standards and regulations.

**YOUTH SUICIDE PREVENTION 1987  
Reaffirmed - 2010**

- WHEREAS, The first object of the PTA is to "promote the welfare of children and youth in home, school, community, and place of worship"; and
- WHEREAS, Suicide is the second leading cause of death between the ages of 15 and 24; and
- WHEREAS, In 1984 there were 6,000 suicides and 400,000 suicide attempts by adolescents reported by the American Academy of Pediatrics; and
- WHEREAS, One adolescent kills himself/herself every 90 minutes and one attempts suicide every minute; and
- WHEREAS, The National Centers for Disease Control report the suicide rate for teenagers and young adults climbed 41 % in ten years and is now higher than the rest for the population in general; and
- WHEREAS, Detection of the warning signals of suicide can mean the difference between life and death; therefore be it
- RESOLVED,** That the Montana PTA distribute resource material on youth suicide prevention; and be it further
- RESOLVED,** That the Montana PTA through its Units/Councils support programs and projects which educate and inform parents, students and the general public about youth suicide prevention; and be it further
- RESOLVED,** That the Montana PT A through its Units/Councils encourage school districts to provide in-service training on the problem of youth suicide for teachers and support staff; and be it further
- RESOLVED,** That the Montana PTA and its Units/Councils support creation of and funding for suicide prevention and intervention programs, including 24-hour suicide hotlines.

## Section 3: Education

### CURRICULUM

#### **CULTURAL ARTS AND LEARNING 1979/REAFFIRMED 1992 Reaffirmed - 2010**

- WHEREAS, The use of creative forms of art have been recognized as an important source of mental stimulation as well as pleasure; and
- WHEREAS, The creative arts can be very significant in encouraging positive attitudes toward learning and living; and
- WHEREAS, Participants, as they give form to these abstracts, will begin to perceive the world with sharpened awareness; therefore be it
- RESOLVED,** That the MPTSA encourage councils and local units to support participation in their schools for entries for the Fine Arts and National PTA "REFLECTIONS" Program.

#### **DRIVER EDUCATION 1990 Reaffirmed – 2010**

- WHEREAS, Twenty-five percent of all persons killed on Montana's roadways in 1989 were youth between fifteen and nineteen years of age; and
- WHEREAS, The percentage of teenagers of driving age who own a car has tripled in the last ten years; and
- WHEREAS, The National Traffic Safety Administration has endorsed high quality driver training in secondary schools, estimating that a program can reduce the likelihood of crash involvement by ten to fifteen percent; and
- WHEREAS, Fiscal pressure and an emphasis on "Educational Basics" are threatening some driver education training programs; now therefore be it
- RESOLVED,** That the Montana PTA and its Units/Councils, and districts support fully funded classroom and behind-the-wheel driver education courses taught by trained instructors.

**GIFTED AND TALENTED 1987  
Reaffirmed - 2010**

- WHEREAS, The Constitution of the State of Montana guarantees equal educational opportunity, and encourages an educational system which develops the full educational potential of each person (Article X, Section 1); and
- WHEREAS, Gifted and talented children are truly "exceptional" and as such have special needs; and
- WHEREAS, The parents of gifted and talented children benefit when their child participates in specifically designed programs; therefore be it
- RESOLVED,** That PTA encourages and supports the funding and implementation and/or continuation of programs for the gifted and talented students in the State of Montana.

**VOCATIONAL EDUCATION 1990  
Reaffirmed 2011**

- WHEREAS, The PTA believes every child must be provided with a sound general education which prepares him/her to pursue a career or further his/her education; and
- WHEREAS, The PTA believes all levels of government have a role in helping schools provide for an education which ensures each child will be prepared to meet the requirements and needs of the world of work, and therefore meet national needs and interests; and
- WHEREAS, The PTA recognizes the relationship between educational goals and the needs of the world of work in order to meet the high standards necessary for an educated citizenry and competitive labor force; now therefore be it
- RESOLVED,** That the Montana PTA, it's Units/Councils, and districts support legislation, and influence decision makers at all levels to augment the funding for vocational education, in order to provide access to all students to high quality vocational education programs which are designed to prepare students to meet the requirements and needs of the world of work; and be it further
- RESOLVED,** That the Montana PTA, it's Units/Councils, and districts encourage business/industry and organizations, and educators, to work together collaboratively in order to ensure feedback is given to educators on the quality of entry-level employees needed for work, and to enhance the use of technology in the content and deliver of vocational education programs; and be it further
- RESOLVED,** That Montana PTA, its Units/Councils, and districts work for the involvement of parents in planning, goal setting, review of progress, and evaluation of vocational education programs.

## **PUBLIC EDUCATION**

### **CLASS SIZE 2012**

- WHEREAS, Smaller class size, particularly in the early grades, is one of the few educational strategies shown to increase learning and narrow the achievement gap; and
- WHEREAS, Smaller class size in the middle and upper grades are linked to higher student achievement and lower rates of dropouts and disciplinary referrals; and
- WHEREAS, Teachers with smaller class sizes experience better working conditions and have a better chance to succeed; and
- WHEREAS, The Montana Standards for School Accreditation maximum class size standards are as follows; K-2 (20 students), grades 3-4 (28 students), grades 5-6 (30 students), and grades 7-12 (30 students, excluding instrumental music or choral groups); therefore, be it
- RESOLVED, That the Montana Congress of Parents and Teachers (Montana PTA), its units and councils, encourage school districts to maintain smaller class sizes in all grades; and be it further
- RESOLVED, That the Montana PTA, its units and councils, encourage the Montana Board of Education to maintain or decrease the minimum and desired standards of class sizes; and be it further
- RESOLVED, That the Montana PTA, its units and councils, encourage the Montana Board of Education to develop a written plan of significantly reducing class size recommendations by at least fifteen percent (15%) of the Montana Standards for School Accreditation within the next five (5) years by the beginning of the 2017 school year; and be it further
- RESOLVED, That the Montana PTA, its units and councils, strongly urge the Montana State Legislature and local taxing bodies to increase the funding for public schools without decreasing funding from existing educational programs in order to make these class sizes possible.



### Compulsory School Attendance Age 2012

- Whereas, 2000 Montana students drop out of high school each year; and
- Whereas, Students who drop out of high school are more likely than high school graduates to be in poor health, living in poverty and reliant upon public assistance; and
- Whereas, Students who drop out of high school have twice the rate of unemployment as students who earn a high school degree; and
- Whereas, The lost lifetime earnings in Montana from dropouts in 2010 alone totaled almost \$830 million; and
- Whereas, Increasing the male high school graduation rate by just 5% would result in Montana's economy seeing a combination of crime-related savings and additional revenue of \$19.3 million each year; and
- Whereas, Students of at least 16 years of age, may seek alternative forms of education and request exemption and withdrawal from school to enroll in either an adult basic education program, the Montana youth challenge program, a Montana job corps program, an accredited postsecondary program, certified home schooling program or a registered apprentice program until date of completion or age 18; and
- Whereas, When we raise the expectation every student graduates, we change the societal position that dropping out of school at 16 years of age is an acceptable standard.
- Resolved, To ensure Montana's public schools graduate more students prepared for post-secondary education and careers, Montana PTA supports the increase of the compulsory school attendance age to 18, and supports an increase in funding for alternative education programs.

**FINANCIAL SUPPORT OF PUBLIC SCHOOLS 1989**  
**Reaffirmed - 2010**

- WHEREAS, The Montana PTA is intensely concerned that every public school district in Montana provide excellent public education for its children and youth; and
- WHEREAS, Excellence in public education requires adequate financing; and
- WHEREAS, Financial support of public schools is adversely affected by public's lack of understanding of school needs, and by excessive dependence on the inequitable property tax; and
- WHEREAS, Funding for public education and other programs for children should be a top priority of the state government because these programs are investments in the future of this state; therefore be it
- RESOLVED,** That the Montana PTA and all its council and units intensify their efforts to educate the public on public school needs and public support needed to assure funds adequate for quality education in every public school district in Montana; and be it further
- RESOLVED,** That Montana PTA encourage education groups across the state to study fiscal management of education revenue and a study of school district consolidation where appropriate; and be it further
- RESOLVED,** That the Montana PTA support increasing state revenues through an appropriate tax increase or other means that insures adequate funding for public education.

**FUNDING OF PUBLIC EDUCATION 1998  
Reaffirmed - 2010**

- WHEREAS, Montana's Public Education System is vital to the future of our communities and our economy; and
- WHEREAS, Many local school districts have reached the maximum amount they can assess themselves and are closing schools or unable to build and staff needed new schools; and
- WHEREAS, The Montana Legislature has failed to maintain the State's share of the education funding formula commensurate with the growth of the economy and inflation; and
- WHEREAS, Montana voters have shown their commitment to public education through their broad support of local levies; now therefore be it
- RESOLVED,** That the Montana PTA urges the 1999 Legislature to bear its share of the public education funding formula by appropriating sufficient funds to the school foundation program to reflect the growth of the economy and inflation since its adoption on 1989; and be it further
- RESOLVED,** That the Montana PTA will work with the school community, school boards, parents, teachers, and staff and their associations to further this goal.

**FUNDING OF SCHOOLS WITH DECLINING ENROLLMENT  
1999-REAFFIRMED**

- WHEREAS, Many school districts in Montana are experiencing declining enrollment; and
- WHEREAS, The Foundation program for the school funding is based on the Average Number Belonging (ANB); and
- WHEREAS, Some school districts are faced with decreasing state support in a manner which they are unable to absorb in a gradual, systematic way; therefore be it
- RESOLVED,** The Montana PTA supports legislation which would aid school districts in coping with the financial burden related to declining enrollments.

**FUNDS FOR TEACHER SALARIES 1984**

- WHEREAS,** The many reports that have been recently published concerning education to the public schools indicate that teacher's salaries in general are too low and not competitive with other occupations; and
- WHEREAS,** Reports indicate that many beginning teachers which enter the profession today are from the bottom one fourth of their class in academic rank; now therefore be it
- RESOLVED,** That the Montana PTA and all of the local units do everything in their power to encourage the Montana Legislature to provide more funds for education in order that school boards are able to increase all teacher's salaries and thereby encourage more of the students at the top quarter of their class in academic rank to enter the teaching profession.

**IMAGE OF PUBLIC EDUCATION 1982  
REAFFIRMED 1991**

- WHEREAS,** The image of public education has been attacked by various groups and individuals in recent years; and
- WHEREAS,** Montana PTA desires to strengthen our State Public School System; and
- WHEREAS,** Montana PTA recognizes the greatness of our American System of Public Education as its resource; therefore be it
- RESOLVED,** That the Montana PTA survey each of its member units for activities that preserve, improve, or enhance the image of Public Education in this state and nation, and publish the survey results in the Montana PTA Bulletin; and be it further
- RESOLVED,** That Montana PTA commit itself to actively preserve, improve and enhance the image of Public Education in this state and nation.

**TUITION TAX CREDITS, DEDUCTIONS, AND VOUCHERS 1988**  
**Reaffirmed - 2010**

- WHEREAS, A system of free public education is a vital element of our country's democracy; and
- WHEREAS, A system of free public education provides benefits to all citizens; and
- WHEREAS, PTA believes that strong public schools are essential and must be supported and strengthened; and
- WHEREAS, PTA believes that PTA members have the responsibility to assure access to quality education for all children; and
- WHEREAS, PTA has played an important role, since its founding, in assuring that public funds are used only for public schools accountable to taxpayers; and
- WHEREAS, Tuition tax credit, deductions, and voucher proposals can place an administrative burden on the public school system; and
- WHEREAS, Montana PTA realizes that the public school system must adapt to the needs of children and society, but does not believe that tuition tax credits, deductions, and vouchers provide viable means to an improved climate of education; and
- WHEREAS, Instituting educational tuition tax credits, deductions, and vouchers at the state level would undermine the system of public education in Montana; therefore be it
- RESOLVED,** That Montana PTA oppose tuition tax credits, tax deductions for education related expenses, and vouchers for educational funding; and be it further
- RESOLVED,** That Montana PTA and its units and councils inform their members on the effect of tuition tax credits, deductions, and vouchers on public education.

## FAMILY ENGAGEMENT

### **BLOCK GRANT ADVISORY COUNCILS 1982**

- WHEREAS, Federal funding for education has increasingly been in the form of block grants to states and localities; and
- WHEREAS, Federal Legislation stipulates that advisory councils be appointed in each state to determine the allocation of federal grant monies; and
- WHEREAS, These advisory councils should include people with special insights into children's educational needs; and
- WHEREAS, The PTA is the largest child advocacy organization in the world; therefore be it
- RESOLVED,** That MPTA members be urged to seek appointments as parent representatives to these advisory councils on the state and local levels.

**PARENT INVOLVEMENT STANDARDS IN MONTANA SCHOOL ACCREDITATION STANDARDS AND TEACHER  
TRAINING 2000  
REAFFIRMED - 2010**

- Whereas, Over 30 years' research has proven beyond dispute the positive connection between parent involvement and student success, and;
- Whereas, Effectively engaging parents and families in the education of their children has the potential to be far more transformational than any other type of education reform, and;
- Whereas, When parents are involved, students achieve more, regardless of socioeconomic status, ethnic/racial background, or the parents' education level, and;
- Whereas, When parents are involved in their students' education, those students have higher grades and test scores, better attendance, and complete home work more consistently, and'
- Whereas, When parents are involved, students exhibit more positive attitudes and behavior, and;
- Whereas, Students whose parents are involved in their lives have higher graduation rates and greater enrollment rates in post-secondary education, and;
- Whereas, Educators hold higher expectations of students whose parents collaborate with the teacher and they also hold higher opinions of those parents, and;
- Whereas, In the programs that are designed to involve parents in full partnerships, student achievement for disadvantaged children not only improves, it can reach levels that are standard for middle-class children and in addition, the children who are farthest behind make the greatest gains, and;
- Whereas, Children from diverse cultural backgrounds tend to do better when parents and professionals collaborate to bridge the gap between the culture at home and the learning institution, and;
- Whereas, Student behaviors, such as alcohol use, violence, and anti-social behavior decrease as parent involvement increases, and;
- Whereas, Schools that work well with families have improved teacher morale and higher ratings of teachers by parents, and;
- Whereas, Students are more likely to fall behind in academic performance if their parents do not participate in school events, developing a working

relationship with their child's educators, or keep up with what is happening in their child's school, and;

Whereas, Junior and senior high students whose parents remain involved, make better transitions, maintain the quality of their work, and develop realistic plans for their future. Students whose parents are not involved are more likely to drop out of school, and;

Whereas, Schools where parents are involved have more support from families and better reputations in the community, and;

Whereas, Schools where children are failing improve dramatically when parents are enabled to become effective partners in their child's education, and;

Whereas, The more the relationship between parents and educators approaches a comprehensive, well-planned partnership, the higher the student achievement, and;

Whereas, Parents are much more likely to become involved when educators encourage and assist parents in helping their children with their schoolwork, and;

Whereas, Effective programs are led by a team of administrators, educators, and parents, and have access to financial resources, and;

Whereas, One of the most significant challenges to conducting an effective program is the lack of instruction on parent and family involvement that educators and administrators receive in their professional training, and;

Whereas, Both the Montana PTA and the National PTA have historically supported the development and establishment of programs and standards which support strong parent involvement policies and that schools should be held accountable for implementing such programs and policies, therefore be it

**Resolved,** That the Montana PTA and its constituent bodies work to ensure that the National Standards for Parent/Family Involvement Programs be included in the Montana School Accreditation Standards, and be it further

**Resolved,** That the Montana PTA and its constituent bodies continue efforts to include instruction of parent and family involvement in Montana's professional training of elementary and secondary teachers.



## PRESCHOOL/EARLY CHILDHOOD

### CHILD SUPPORT 1989

WHEREAS, Of the 28.4% children population in Montana, 17.6% are living in poverty, 21.2% under the age of 5; and

WHEREAS, One study of the economic and social effects of divorce on women and children revealed that on average women and children suffer an immediate 73% drop in their standard of living following divorce; and

WHEREAS, Living in poverty usually means inadequate nutrition and health care plus exposure to mental and physical stresses in the family that adversely affect psychological health and school achievement; and

WHEREAS, Society as a whole suffers in future public costs and diminished future earning power of citizens when children of any class are ill-nurtured, ill-fed, abused or deprived; therefore be it

**RESOLVED,** That the Montana PTA support legislation that will produce more adequate, equitable and consistent child support orders based on the needs of the children; and be it further

**RESOLVED,** That the Montana PTA support legislation that will strengthen and improve child support compliance and enforcement, and be it further

**RESOLVED,** That the Montana PTA support legislation that would require the parent who financially abandons his/her family, leaving the remaining parent without adequate financial means, to be equally responsible for any essential debt that is incurred prior to the granting of child support orders

**CHILDCARE: REGULATION AND MONITORING OF FACILITIES AND PROGRAMS 1989**

- WHEREAS, The PTA recognizes the importance and need of quality childcare facilities; and
- WHEREAS, All factors that affect the growth and well being of children and youth are a primary concern of the PTA; and
- WHEREAS, PTA maintains a continuing interest in the operation of childcare facilities and programs; and
- WHEREAS, All childcare programs should provide education, recreation, and address the developmental needs of children; therefore be it
- RESOLVED,** That the National and State PTAs support and encourage child care regulations and licensure laws that provide a safe environment for children with qualified personnel, on whom background and psychological checks are required; and be it further
- RESOLVED,** That these laws and regulations protect children from physical, sexual, mental and emotional neglect and abuse; and be it further
- RESOLVED,** That National and State PTAs support the creation of affordable, quality childcare, be it governmental and/or private, for all families; and be it further
- RESOLVED,** That the National and State PTAs support Federal and State funding for the monitoring of programs, personnel, and facilities, to ensure the effective operation of childcare facilities.

## **SPECIAL EDUCATION**

### **ADEQUATE YEARLY PROGRESS AND SPECIAL EDUCATION STUDENTS 2004**

**For purposes of calculating Adequate Yearly Progress a growth model that measures and recognizes the broad set of skills that are taught through or by special education should serve as the basis for calculating Adequate Yearly Progress.**

Whereas, A student with disabilities transitions from general education to special education and from special education to general education; and

Whereas, Many of the students who transfer from special education to general education are high performing students; and

Whereas, Many students who transfer from general education to special education are often lower performing students; and

Whereas, The natural transitioning process does not allow for special education processes to be counted in the Adequate Yearly Progress calculation as special education; and

Whereas, The students who transfer from general education because of lack of success are counted as special education students when calculating Annual Yearly Progress; and

Whereas, This results in special education students not getting credit for their successes; and

Whereas, The *No Child Left Behind* act affects children in the whole spectrum of special education, students whose ability is below the normal range of proficiency should not be tested at grade level, because this testing has the potential to set the student and school up for failure.

**Resolved,** That the Montana PTA, its units and councils agree there needs to be a change in the way Annual Yearly Progress is calculated for the disaggregated sub group of students with disabilities; and be it further

**Resolved,** That the Montana PTA, it's units and councils realize the need for a growth model to be used to measure and recognize the range of skills and abilities that are taught in special education; and be it further

**Resolved,** That the Montana PTA, it's units and councils advise Congress to have a moratorium in reference to *No Child Left Behind* to revisit the law in its entirety so that all children are not being left behind.

### **HANDICAPPED CHILDREN LAW 1982**

- WHEREAS, Since 1975 Public Law 94-142, the education of all handicapped children law, has been the impetus for providing adequate services for all handicapped children in the Public Education System; and
- WHEREAS, Previous to this federal mandate parents of handicapped children had no legal recourse to demand these services; and
- WHEREAS, The National PTA has fully supported these complete services to the handicapped, and parental rights and checks and balances her in provided; and
- WHEREAS, The proposed federal changes from the Department of Justice, Management and Budget would severely curtail the above benefits of Public Law 94-142; and
- WHEREAS, This would render parents defenseless without a mandate to receive adequate services for their handicapped child; therefore be it
- RESOLVED,** That this organization support Public Law 94-142 and other legislation to enhance the education of handicapped children.

### **PARENTAL INVOLVEMENT IN THE SPECIAL EDUCATION PROCESS 1992**

- WHEREAS, The Montana PTSA believes in parental involvement in a child education, including maximum parental involvement in special education placement; and
- WHEREAS, The Montana PTSA believes that maximum safe-guards be developed to ensure that all children with disabilities receive free, appropriate public education; and
- WHEREAS, Parental participation in evaluation and placement for children with disabilities is included in the Montana Codes Annotated MCA 10.60.103 as required in Public Law 94142, "The Individuals with Disabilities Education Act"; now be it further
- RESOLVED,** That Montana PTSA will continue to work with the National PTA to express to the U.S. Department of Education, and other appropriate agencies, the PTA's concern that any new rules or regulations for PL 94-142, "The Individuals with Disabilities Education Act", include maximum parental involvement in special education decisions; and be it further
- RESOLVED,** That the Montana PTSA, its Units/Councils will continue to express to the Montana Board of Public Education, and other appropriate agencies, our concern that any changes in MCA 20-7-402 or ARM 10.60.103 include maximum parental involvement; and be it further
- RESOLVED,** That the Montana PTSA, its Units/Councils will encourage parents or guardians of children with disabilities to actively participate in the special education process; to ensure an understanding of the process, access to the appropriate school officials and participation in decisions pertaining to their individual child.

**PRESCHOOL SPECIAL EDUCATIONAL OPPORTUNITIES 1984**

- WHEREAS, The Montana PTA is committed to seeing that all Montana children reach the peak of their educational abilities; and
- WHEREAS, Educational research over the past ten years has shown that with specialized programs handicapped children can reach educational levels previously considered impossible for them to attain; and
- WHEREAS, Handicapped children who have attended special education preschools are able to enter regular classrooms or less-restrictive placements far more often than those who have not; and
- WHEREAS, Regular classrooms and less-restrictive placements are far less expensive for school districts to operate than self-contained special education classrooms; and
- WHEREAS, The vast majority of school districts fund their special education programs almost entirely through the state; and
- WHEREAS, The State of Montana would be the greatest financial beneficiary of long-term diminished costs of special education that are generated by special education preschool programs; and
- WHEREAS, All major school districts and many smaller districts currently provide special education preschools under Montana's "Permissive" Special Education Statute; and
- WHEREAS, Our state is rural in nature but committed to equal educational opportunities; therefore be it
- RESOLVED,** That the Montana PTA endorse preschool special education opportunities for all handicapped Montana youngsters from the age of three, provided for through a mandated program that may be carried out in several possible alternative manners by school districts throughout the state.

**SPECIAL EDUCATION FOR EIGHTEEN TO TWENTY-ONE YEAR OLDS 1980**

- WHEREAS, The developmental period is defined by Federal Law to include it to 21 year olds in special education; and
- WHEREAS, Children with learning disabilities take longer to learn or may not be diagnosed until late in their education; and
- WHEREAS, No upper age limits for attendants are imposed for regular students; and
- WHEREAS, Every child must be given the opportunity to develop to their fullest potential; therefore be it
- RESOLVED,** The Montana PTA supports public education for handicapped 18 to 21 year olds, fully funded at the state level.

**SPECIAL EDUCATION FUNDING 1979**

- WHEREAS, A free and appropriate education in the least restrictive environment is mandated under Public Law 94-142; and
- WHEREAS, The Montana Constitution, Article X, Section 1 sets as a goal to "develop the full educational development of each person;" and
- WHEREAS, The MPTA has always supported programs for exceptional children; and
- WHEREAS, Full state funding for direct services has allowed a child to attend any school that provides classes to meet his special needs; and
- WHEREAS, No district is required to accept children into classes which meet his special needs if he resides in another district; and
- WHEREAS, Duplication of classes in all districts in the state would be prohibitively expensive; and
- WHEREAS, Full state funding of direct special education removes district boundary problems in placement to best meet the needs of individual students; and
- WHEREAS, The 1979 Montana Legislature placed a ceiling on the amount the state will pay for special education and returned part of the direct classroom costs to the local district taxpayers; therefore be it
- RESOLVED,** The MPTA support a return to full funding of the direct costs of special education by the State of Montana.

**SPECIAL TRAINING FOR REGULAR CLASSROOM TEACHERS 1980**

- WHEREAS, Public Law 94-142, Education of all Handicapped Children Act of 1975, has guaranteed educational opportunities for all handicapped children; and
- WHEREAS, By Federal mandate, many handicapped children are being "mainstreamed" into regular classrooms; and
- WHEREAS, The educational needs of both handicapped and non-handicapped learners must now be met by the classroom teacher; therefore be it
- RESOLVED,** That the Montana PTA urge the Board of Public Education for certification standards for new elementary and secondary teachers include training in working in the classroom with the handicapped; and be it further
- RESOLVED,** The Legislature and the Office of Public Instruction provide funding for in-service training of regular classroom teachers currently working with mainstreamed handicapped children.

## Section 4: Miscellaneous

### MEDIA

#### **CENSORSHIP 1982**

- WHEREAS, There have been an increased number of censorship cases in Montana, in the nation's schools, and public libraries; and
- WHEREAS, The State and National efforts of censors are stronger and better organized than ever before; and
- WHEREAS, This organization firmly believes that competent teachers and librarians will select and employ the most appropriate of materials for the promotion of wholesome values and attitudes; and
- WHEREAS, This organization recognizes that right of the individual to refuse participation of his /her child in any activity utilizing print and audiovisual materials he/she finds objectionable, or offensive, but emphasizes that other individuals should not be denied the opportunity to use and study said material; therefore be it
- RESOLVED,** That in the face of increasing censorship, this organization support the individual's constitutional rights to intellectual freedom, the Freedom of Speech and Freedom of the Press as expressed in the First Amendment; and be it further
- RESOLVED,** That this organization encourages each school district and public library in the State of Montana to adopt a written policy regarding selection of print and non-print media which includes a well-defined procedure for handling challenged material.



### Effects of Media on the Development of the Male Self Esteem 2014

- WHEREAS,** Young males are major consumers of media and daily engage in receiving media messages. Media is defined as music, television shows, commercials/advertisements, websites, magazines, video games, and consumer products not otherwise specified; and
- WHEREAS,** Young males have increasingly become targets of the diet industry in recent years and have been aggressively marketed to with weight-loss and bulk-up products. The media obsession with perfection in appearance and achievement and proliferation of Pop Culture, correlates to low self-esteem, a need to be accepted, depression, anxiety or other existing psychological illness, an inability to cope with emotions and personal issues and eating disorders in young males; and
- WHEREAS,** At puberty, young males begin to form a lasting image of their bodies, have high concerns with muscularity and are bombarded with action figures to images of muscular men with rippling pecs and biceps that take years of disciplined training to achieve. They identify with an Athlete, a television star and or a model, and this correlates to body dissatisfaction in adolescent males; and
- WHEREAS,** The Health community often does not see the warning signs that young males are suffering which makes it less likely that they will seek treatment because they feel the heavy burden of shame or embarrassment. Young males may experience severe effects because of delay of treatment, may suffer growth delays and may require different therapies and alternative approaches to treatment; and
- WHEREAS,** Parents, caretakers, peers, and schools play a major role in self-esteem development of young males and can help them negotiate and learn to accept their genetically- given body; therefore be it
- RESOLVED,** The Montana PTA and its constituent associations will encourage the education of parents on the impact of media on the self-esteem development in young males; and be it further
- RESOLVED,** The Montana PTA and its constituent associations will work with businesses and education leaders to develop and publish guidelines on reasonable limits on media exposure in schools, and be it further
- RESOLVED,** The Montana PTA and its constituent associations will be encouraged to provide convocations that support the self-esteem development of all students particularly in the areas of realistic body images and embracing differences; and be it further
- RESOLVED,** The Montana PTA and its constituent associations will encourage development of additional education materials to address the areas of media literacy to help young males master effective strategies for consuming messages across multiple media.

### **PUBLIC TELEVISION 1984**

- WHEREAS, In this age of myriad television programming options, public television is a quality product and affords many educational opportunities for children; and
- WHEREAS, Montana is the sole state which does not have a public television system; and
- WHEREAS, Most Montana residents do not benefit from public television access from out-of-state resources utilizing microwave and cable systems; and
- WHEREAS, The Federal Government contributes substantial funding to the Corporation for Public Broadcasting; therefore be it
- RESOLVED,** That Montana PTA support public television in Montana; and be it further
- RESOLVED,** That Montana PTA encourage the legislature to provide for planning and administration of public television programming and distribution for all state residents.

### **TELEVISION COMMERCIAL PROGRAMMING IN CLASSROOMS 1990**

- WHEREAS, The National PTA supports the concept of partnerships between business/industry and the public schools while opposing television commercial advertising used in conjunction with and as a requirement of those alliances; and
- WHEREAS, The object of public schools is to equalize opportunity for students of all backgrounds and television commercial advertising is alien to the very purpose and spirit of public schools; and
- WHEREAS, Television commercial advertising that is mandated as part of a learning experience creates a situation where the youth who are required to be in the classroom then becomes a captive audience; and
- WHEREAS, Research has demonstrated that "time on task" is a key to academic achievement. One hour each week of superficial news coverage laced with commercials steals instructional time; therefore be it
- RESOLVED,** That the Montana PTA, its districts, Councils, and Units oppose the television commercial advertising in the classroom; and be it further
- RESOLVED,** That the Montana PTA through its districts, Councils, and Units encourage the Board of Public Education and local school boards to oppose television commercial programming in classrooms.