Delegates to the 2016 convention will be asked to consider the following amendments to the California State PTA bylaws, published in the California State PTA Toolkit, and posted online at capta.org. Unit presidents are asked to assure that delegates arrive at convention informed regarding the views of their membership on these questions. Deletions are identified by a line through the word (unit), additions, insertions or substitutions are identified by underlining (unit). Each proposed revision is followed by the rationale for the change.

ARTICLE VIII — Officers

Section 1. The officers of the State PTA shall be a president, a president-elect, six vice presidents, secretaries, treasurer, parliamentarian and director of legislation.

*PROVISO: Change to take effect 07/01/2017.

RATIONALE: The Internal Structures Committee of the California State PTA has been reviewing Board structure and function for the past two terms. The committee appointed for this term studied previous recommendations and work of the previous terms Internal Structures Committees. The committee looked at the current functions, roles and responsibilities of vice presidents (VP) according to the Standing Rules. Staff support for VP and Board of Directors, interviews with current and past VPs were also reviewed. The committee held webinars to share information and answer questions. An opportunity was provided at the November 2015 Board of managers meeting for all board members to provide written feedback, which was then collated and further reviewed by the Internal Structures Committee. Based on these reviews, the committee recommends combining the responsibilities for Membership and Programs and Member Services, and Health and Community Concerns. The resulting vice presidents would be: 1. leadership, 2. membership & member services, 3. communications, 4. convention, 5. community concerns & health, 6. education and 7. family concerns. The committee encourages these changes, if approved, should take effect at the beginning of the next term. The committee also reviewed the Standing Rules pertaining to the suggested combinations if the bylaws change is approved by the convention delegates. The Standing Rules changes would be considered for adoption by the CAPTA Board of Managers in mid-2016 to take effect 7/1/2017 to be consistent with the Bylaws change.

ARTICLE XII — Nominations and Elections

Any person who is qualified to be an elected officer may be nominated by one of the following procedures:

Section 2. Nomination by Petition

a. Only unsuccessful candidates in the most recent nominating committee process may proceed by nomination by petition.

b. An official nominating petition, obtained from the State Office, shall be completed and delivered to the State president or secretary no later than thirty (30) days prior to the opening of the convention.

c. The petitioners shall be delegates to the convention at which the officers are to be elected and shall number not less than two percent (2%) of the delegate body attending the last previous convention.

d. Nominations received by petition shall be presented by the president following the report of the nominating committee.

Section 3. Nomination at the Meeting

At the conclusion of the report of the nominating committee, the floor shall be open to nominations. Petitions may be submitted for consideration during the convention. Nominations may be made from the floor only to drag their intent at the last minute. This has created much unnecessary planning and scheduling challenges. Petitions at the convention, and the use of 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

1 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

2 RESOLVED, That the California State PTA, and its units 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)):

“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 decoding abilities. These difficulties typically result from a deficit in the phonological component of language, which 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, decoding and reading fluency. The resulting learning needs of children with dyslexia now therefore be it

1 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 by it further

2 RESOLVED, That the California State PTA, and its units, councils and districts forward this resolution to the National PTA Convention in June 2016.

RESOLUTION A

DYSLEXIA: Addressing the Educational Implications in Public Schools

1 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 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, decoding and reading fluency; and

2 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

3 WHEREAS, The term dyslexia is found in twenty-two states’ laws, including California Education Code, which provides the definition of dyslexia; and

4 WHEREAS, Many states lack coordination and funding, and frequently lack support for students with dyslexia; and

5 WHEREAS, The term dyslexia is found in the International Dyslexia Association (IDA) and the National Institute of Child Health and Human Development (NICHD):

“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, which 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

3 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

4 RESOLVED, That the California State PTA, and its units, councils and districts forward this resolution to the National PTA Convention in June 2016.
Legislation Platform for Adoption

In even-numbered years, Convention delegates adopt the California State PTA Legislation Platform. After thorough study, the California State PTA Board of Managers recommends that the Preamble, General Principles, and Legislation Planks be adopted as presented with the addition of a twenty-first plank that states: "To support the needs of vulnerable children in all aspects of their lives."

RATIONALE: Over the past two years, many of the bills brought forward in the area of foster youth and homeless children relied upon the previous term's advocacy goal: "supporting the needs of vulnerable children." Current year's legislation stated that two resolutions on homeless children and foster youth place a focus on securing housing for homeless families and supporting families of foster youth. The authority for advocating for homeless youth and foster children is weak when dealing with the whole child. This plank puts into words that which we do as PTA Advocates. It is broad enough to expand if needed for English Language Learners (ELL), LBGTQ+, and other "vulnerable" children throughout California.

Legislation Platform

Adopted May 2014

Preamble

The legislation program of the California Congress of Parents, Teachers, and Students, Inc., is derived from the work of the PTA in home, school, and community. PTA efforts "to secure adequate laws for the care and protection of children and youth" are based on recognition of the home as the foundation of our society, the responsibility of the PTA for pertinent education in the appreciation of our national heritage, the observance and understanding of the rights and obligations of responsible citizenry, and the realization that maintaining a free and public education system is the cornerstone of democracy.

General Principles

General Principles for Consideration of Proposed Legislation:

1. Equal justice, equal privileges, equal opportunities, and equal responsibilities in every phase of life for all children and youth, while recognizing that each child is unique with individual needs and talents.
2. High standards for those who work in all areas concerned with children and youth.
3. Effective governance systems and practices that place a high priority on the needs of children and youth.
4. Coordination and planning by all agencies with clear definition of responsibility at each level of government.
5. Establishment of and adherence to fiscal responsibility in government, with concern for fair taxation, but keeping priorities for the needs of all children and youth foremost.
6. Adherence to strict ethical practices in political campaigns and at all levels of government.
7. Strong and broadly based tax structures at state and local levels.
8. 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, and the general fund, with particular focus on eliminating the achievement gap.
9. Maximum local control when it serves the best interest of all children and youth.

Legislation Planks

The California State PTA will support legislation:

1. To provide the most comprehensive and diversified education possible for all children, youth and adults: that will achieve quality and excellence encourage maximum individual development and provide equal educational opportunities to each student, with particular focus on eliminating the achievement gap.
2. To secure financing for public education that will be sufficient to provide optimum educational opportunity for all students, including those in service to school districts for building purposes as well as state funds to cover excess costs of all programs mandated by the Legislature.
3. To attain quality counseling and guidance services, school health services and library services, provided by credentialed personnel at all educational levels.
4. To ensure pre-service and in-service teacher preparation programs, remuneration, supportive services and professional development designed to attract and retain qualified men and women in the teaching profession.
5. To provide guidelines for assessing competence in the teaching profession, and for providing due process in dismissal procedures.
6. To encourage state, county, regional, and local school district organizations and public educational governance structures that effectively serve the needs of all students and maximize efficient delivery of services.
7. To include parents/guardians in decisions that affect the education and well-being of their children, and to promote their involvement in their children’s education and schools.
8. To give students the skills they need to become effective citizens and parents.
9. To protect and improve the health of all families through the prevention, treatment and control of illness and disease.
10. To extend and improve physical and mental health services and facilities, including rehabilitation.
11. To protect families from unsafe, impure or ineffective drugs, foods, medical devices and cosmetics.
12. To prevent, control or eliminate hazards to the health, safety and well-being of all children and youth.
13. To require state and local government to publicize and disseminate information regarding issues affecting the public’s well-being.
14. To provide effective community services and facilities for all children, youth and adults, directed toward the well-being of the family.
15. To promote public policy that contributes to the stability of families and to the adequate physical, emotional and financial support of children and youth.
16. To provide services and facilities for the care, protection and treatment of abused, dependent, neglected or abandoned children and youth.
17. To secure specialized programs for the prevention of crimes and misdemeanors committed by juveniles.
18. To provide adequate facilities and services for the treatment, education and rehabilitation of juvenile offenders.
19. To promote public policies that protect and conserve natural resources and provide a quality environment for present and future generations.
20. To improve governance systems and practices in order to effectively serve the needs of children and youth.
21. To support the needs of vulnerable children in all aspects of their lives.

Resolution A

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 abilities, despite normal intelligence, in the acquisition of reading skills. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling abilities, despite normal intelligence, in the acquisition of reading skills. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling abilities, despite normal intelligence, in the acquisition of reading skills. Dyslexia is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling abilities, despite normal intelligence, in the acquisition of reading skills. 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