

2009-10 Legislative Principles



Budget and Revenue

The WSPTA shall identify and initiate education and action on public policy affecting tax policies that are fair, equitable, and provide stable, adequate revenues for public education and for programs that benefit children and youth: oppose the expansion of gambling; support the passage of state budget bills containing adequate levels of funding for child-related programs; oppose tax credits for elementary and secondary school tuition; and oppose budget policies, deficit reduction efforts, and other legislative proposals that negatively impact funding for child-related programs.

Parent and Family Involvement

The WSPTA shall identify and initiate education and action on public policy that increases parent and family involvement based on the PTA's National Standards for Parent/Family Involvement by advocating for and promoting parent involvement provisions in state legislation affecting children and youth: pre- and in-service training opportunities on Parent/Family Involvement for school personnel; employee release time for parent and community involvement; and outreach to all communities to increase awareness of the importance of parent/family involvement at every level of public policy.

Public Education Policies and Funding

The WSPTA shall identify and initiate education and action on public policy that will strengthen public education for our state's children and youth: alternative programs for all schools; K-12 class sizes aligned with best practices research findings; continued support for education reform efforts; re-defining basic education; reducing the achievement gap; promotion of early childhood education programs; alignment of P-12 and higher education requirements; re-structure of education funding in Washington State; reduction of high school dropout rates; levy and bond election reform; increased state-match funding for school facilities construction and renovation; ample transportation funding; equitable levy and local effort assistance (LEA) funding per student; and equitable school staff salaries.

Health and Well-being of Children and Youth

The WSPTA shall identify and initiate education and action on public policy that protect and promote the health and welfare of children and youth: increased access to health care for children and youth; mental health parity; promotion of children's oral health; effective prevention and intervention programs; comprehensive medically accurate sexual health programs; school nutrition and physical fitness; services for homeless youth and children in foster care; comprehensive juvenile justice programs that focus on prevention, treatment and rehabilitation; and improvements in safety for students with life-threatening health conditions.

Safe and Nurturing Environments for Children and Youth

The WSPTA shall identify and initiate education and action on public policy that provides safe and supportive settings and climates for children and youth: anti-bullying and anti-harassment; multi-cultural education; student and parent education regarding internet safety; media education; traffic and pedestrian safety; substance abuse prevention; and safe and healthy schools which reduce environmental hazards; consistent, age-appropriate, unstructured play opportunities.

Additional 2010 Issues Supported by Washington State PTA

- Creating a School Safety Zone
- Autism Insurance Parity
- School Emergency Preparedness
- School Traffic Safety
- Training for School Nurses
- Firearm Violence Prevention
- Conditional Scholarships
- Music and Arts Education
- Increase Funding and Support for Highly Capable Students

About the Washington State PTA...

The Washington State PTA, a branch of the National PTA, was founded in 1905. The Washington State PTA is a nonprofit, membership association of 150,000 members who seeks to bring together the home, school and community on behalf of all children and youth. Washington State PTA includes all people without discrimination.

VISION: "Making every child's potential a reality."

MISSION: PTA is:

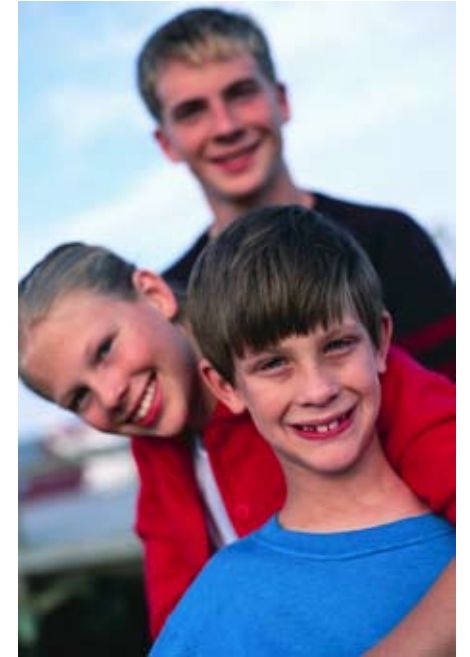
- A powerful voice for all children,
- A relevant resource for families and communities, and
- A strong advocate for the education and well-being of every child.

The Washington State PTA accomplishes the mission of PTA by

- Speaking on behalf of children and youth in the schools, in the community, and before governmental bodies and other organizations that make decisions affecting children;
- Supporting parents* in developing skills to raise, protect and advocate for their children; and
- Encouraging parent* and community involvement.

* Parent may include adults who play an important role in a child's family life since other adults (grandparents, aunts, uncles, or guardians) may carry the primary responsibility for a child's health, welfare, education and safety.

2009-10 Legislative Priority Platform



For more information...

contact Kim Howard
Government Relations
Washington State PTA
khoward@wastatepta.org
1-800-562-3804
www.wastatepta.org

Washington State
PTA[®]
everychild.one voice.

2009-2010 WSPTA Top Five Priority Issues

The Washington State PTA, through its annual grassroots process, has adopted this legislative platform for the 2010 session of the Washington State Legislature. This is the second year of a two-year legislative platform. Amendments were approved for two of our top five issues, Basic Education Funding and Support Rational Approaches to Teacher Compensation, to reflect significant progress that was made last session. We have updated the opening comments for all of the issues.

Basic Education Funding:

Progress was made on our top priority to fund and reform basic education to meet today's needs, by the passage of ESHB 2261. Now the work, outlined below in the issue statement, moves to the implementation phase. Each step must be approved by the Legislature. Advocates will need to be involved to make sure that the promises of 2261 become reality. See "Education Finance Reform (2261) follow up tool" for more specific information about these groups and links to their web pages. <http://www.wastatepta.org/advocacy/HB2261/index.html>



The Washington State PTA shall initiate and/or support legislation or policies that advance the Education Finance reform legislation, ESHB 2261, passed in 2009, and restore both the early learning component and the highly capable safety net to include:

1. the formation of the Funding Working group report with recommendations due by December 1, 2009;
2. the formation of the K-12 Data Governance Group with initial report due by November 5, 2009 and follow up by Sept. 1, 2010;
3. the completion of the accountability proposal by the State Board of Education with report due by December 1, 2009;
4. the completion of work charged to the Professional Educator Standards Board to address teacher standards and certification with initial recommendations due January 1, 2010 and subsequent reports in 2011;
5. the formation and preliminary report answering specified questions of the Quality Education Council by January 1, 2010;

6. the addition of targeted early learning to the definition of basic education;
7. the addition of a highly capable safety net process for districts that can demonstrate significant need.

Strengthening Math and Science Curriculum and Education

During the past year new math and science standards have been developed and approved for K-12. Curriculum reviews have also been conducted for both subjects. PTA has participated throughout, by testifying at meetings, sponsoring parent information forums and soliciting parent volunteers for curriculum review committees. Several key issues remain to be addressed. Currently most districts do not use curriculum materials that align well with our state standards. Funding is needed in order for districts to purchase both new texts and supplemental materials. Increased funding is also needed for effective training and mentoring programs for math and science teachers.

The Washington State PTA shall initiate and/or support legislation and/or policies that strengthen math and science education by 1) providing students access to curricula that has clear examples and explanations, aligns with the new WA math and science standards and national math panel recommendations which include a focused, coherent progression that emphasizes key topics to prepare students for success in authentic algebra and geometry and simultaneously develops conceptual understanding; computational fluency in basic number facts, standard algorithms, and fractions; and problem-solving skills. Parent involvement in all phases of math/science curriculum adoption is critical. 2) implementing initiatives to attract, train, and retain qualified math/science teachers



3) providing students who are able to excel in math/science opportunities to advance quickly.

Washington State Assessment System Improvements

Progress is being made to address this issue by the Office of the Superintendent of Public Instruction (OSPI). New tests will replace the current WASL in the spring of 2010. They will be shorter, less expensive and provide results much more quickly. Work on the development of diagnostic assessments, which would help teachers adjust instruction to improve student learning continues to be funded. New tests are scheduled to be ready in the fall, 2010. Advocates will need to monitor progress and evaluate the success of the changes.

The Washington State PTA shall initiate and/or support legislation and/or policies that improve the Washington State Assessment System to make it more efficient and focused on student learning, while preserving high standards. This shall be accomplished by requiring the assessment system to 1) provide nationally comparable individual student progress data, 2) provide diagnostic assessments to determine student needs, 3) measure individual student growth in a manner that is reliable and valid, 4) provide results quickly so that they can be used to guide instruction during the current school year. The assessment system must also be cost and time efficient, while continuing to meet education testing requirements from the federal government.

Support State Board of Education CORE 24 Framework

ESHB 2261 includes phasing in implementation of the Core 24 framework developed by the State Board of Education. The timeframe for implementation will depend upon the schedule developed by the Quality Education Council and, of course, funding from the legislature. The CORE 24 Implementation Task Force, which is charged with creating a phase-in and implementation strategy, has been meeting since March, 2009. They have one more meeting scheduled in November. Due to ongoing state revenue issues, it will be very difficult to move forward with implementation on a statewide basis in the near term.

The Washington State PTA shall initiate and/or support legislation and/or policies that endorse the Core 24 frame-

work proposed by the State Board of Education. This proposal is contingent upon the provision of adequate, sustainable, supplemental funding from the State.

Support Rational Approaches to Teacher Compensation

Professional development, certification requirements, and compensation schedules are factors that the state can influence as we try to improve teacher quality and student learning. This amended issue reflects the passage of 2261, which assigned work to implement reforms to both teacher certification and teacher compensation systems to two groups. Their work is outlined in the issue statement below. Also, see "Education Finance Reform (2261) follow up tool" for more specific information about these groups and links to their web pages. <http://www.wastatepta.org/advocacy/HB2261/index.html>

During the 2009 Legislative session, we saw that attempts to address these issues at the legislative level generated intense opposition from the teachers' union; child advocates will need to continue to make our voices heard, during this lengthy process of reform.

The Washington State PTA shall initiate and/or support legislation or policies that advance the achievement of the stated goals of ESHB 2261 relating to teacher standards, certification and compensation to include:

1. the completion of work charged to the Professional Educator Standards board to adopt performance standards for effective teaching and continuous student improvement, calibrated for each level of certification and along the entire continuum; to continue work on the Professional Certification assessments; to develop a definition of master teacher that includes teachers with National Board certification; to recommend a proposal for a classroom-based means of evaluating student-teacher effectiveness which includes multiple measures of performance;
2. the formation of the Compensation work group by the Office of Financial Management in July, 2011 to recommend the details of an enhanced salary allocation model that aligns educator development and certification with compensation.

