

TENNESSEE PTA
SUMMARY OF ACTIVE POSITION STATEMENTS

Alternative Schools and/or Alternative Programs (1989)

- Supports alternative programs and schools for students who require them.

Appointed Superintendents (1991)

- Supports the involvement of parents in the on-going process and believes that school superintendents should be appointed rather than elected.

At-Risk Students (1987)

- Recognizes that parents who have been involved in their child's educational program will exhibit more effective parenting skills and be more supportive of the school system's mission.

Comprehensive School Health Education (1991)

- Supports the concept of comprehensive school health education programs and believes these programs should have high priority at national, state, and local levels.
- Urges educators to develop and incorporate such programs in the schools and urges governmental agencies at all levels to provide the necessary funds to make this possible.

Computer Literacy (1992)

- Continues to support computer literacy for all students, faculty, and administrators.

Corporal Punishment (1989)

- Urges school districts to utilize disciplinary procedures which are based on positive reinforcement rather than physical abuse.

Early Childhood Education/Development for At-Risk Children (1999)

- Strongly supports Head Start.
- Supports programs that bridge the transition from Head Start and similar programs to public schools.
- Values parents as primary influences and essential partners in the education of children.
- Supports programs that assist preschool children to prepare for social, emotional, academic, and vocational development.

Education As A Priority (1990)

- Recognizes that education is increasingly becoming a top priority for more and more Tennesseans.
- Recognizes that attainment of an education is no longer simply a personal goal valued by a student and his/her family. It has become, out of necessity, a goal of society as a whole.
- Encourages the Legislature to provide the means to implement these initiatives.

Educational Funds (1989)

- Advocates that funds raised by general taxation for educational purposes should be administered by public officials and should not be used to support privately-operated schools through tuition tax credits, vouchers, or block grants, because of its threat to the public schools of the state and nation.

Family Life Education (1989)

- Supports legislation for mandatory inclusion of family life education within the school curriculum as a means of strengthening the individual's quality of life.

Governor's Schools (2001)

- Urges the General Assembly to restore funding for the Governor's School Program.

Graduated Drivers License (1997)

- Supports the Tennessee Legislative Joint Committee action to study Graduated Drivers License.

Home School (1992)

- Reaffirms its opposition to the "Home School" movement and therefore believes that any legislation which weakens the present requirements would not be in the best interests of those students involved.

Human Relations (1991)

- Encourages and promote the establishment of human relations committees on region, council, and the local unit levels.
- Urges our PTAs to work with the school and other community agencies and organizations in providing a means by which there can be an open forum for the expression of concern, complaints, demands, and aspirations as a means of moving beyond conflict and confrontation to shared problem-solving.
- Encourages the development of programs in the schools and in our PTAs that are designed to help parents and teachers to help children.
- Urges our PTAs to use new approaches to include parents of all school children and representative segments of the total community.

Lottery (1997)

- Supports lottery monies to be utilized to increase and enhance funding for Pre-School – Grade 12 public education.
- Encourages a portion (25%) of Lottery Funds to be used as Scholarship Fund for any Tennessee student who maintains a B average in Tennessee state and community colleges.

Lottery (1997)

- Supports lottery monies to be utilized to increase and enhance funding for preschool – 12th public education.
- Supports a portion (25%) of lottery funds to be used as scholarship funds for students who maintain a 'B' average for state and community colleges.

Lottery (1998)

- Does not support a state lottery as an effective means of funding public education.

Mass Media (1991)

- Believes in the right of free speech by individuals and the need to uphold the freedom of the press.
- Seeks to bring parents, students, educators and communities information on which they can make informed judgments about the effects of the mass media on the development of children and youth and encourages further research on the effects of the mass media.
- Believes that existing laws at the local, state, and federal levels must be vigorously enforced to combat the distribution and sale of pornographic and obscene materials and productions.
- Believes the broadcast media and the Federal Communications Commission have a responsibility to monitor and improve the quality of programs and productions including the quality and quantity of children's commercials with special attention given to the hours when many children and youth are viewing or listening.
- Is committed to the development and utilization of mass media which will improve the quality of life in America by serving as a positive resource in the education and development of America's children and youth.

Moment of Silence (1995)

- Supports spiritual training for all children.
- Recognizes the diversity of beliefs and religious denominations held by families across our state, and recognizes the responsibility for religious training must rest within the home and family.
- Supports a daily "Moment of Silence" for students in public schools in which the use of time is undefined and does not identify prayer as its primary purpose.

Parent Teacher Conferences

- Believes that an effective classroom requires a partnership, not only between the student and the teacher, but between the teacher and the parent.
- Believes that in order to bring closer relations between the home and the school, parents and teachers must cooperate intelligently in the education of children and youth.
- Encourages the continuation of the Parent Teacher Conferences in public schools.

Privatization (1999)

- Recognizes that business involvement in public education can lead to positive, cooperative relationships for mentoring teachers, tutoring students and enrichment opportunities for students and staff.
- Believes that any discussion of privatization proposals must consider these points:
 - Accountability
 - Parent and community involvement
 - Quality of services
 - Public interest
 - Evaluation of proposals
- Urges its local units to consider carefully any proposed attempt to privatize the operation of their school, or any component within their school, and to examine the financial, academic, and social impacts of the proposal on the students, parents, teachers, and others in the school community.
- Urges local PTAs to insist on being involved as active partners in any school privatization proposals and to raise questions about public accountability and access to services.
- Would oppose privatization plans that create or increase inequities in access or availability of services or programs, restrict access to special services needed for children to meet their full academic potential, weaken parent involvement, or diminish school's public accountability.

Programs to Combat Drug Abuse (1991)

- Encourages the development of programs on drug education.
- Urges that guidance be provided parents and teachers on how to detect drug abuse and how to help young users.
- Urges the schools to develop programs: (a) to provide counseling and referral services for students who abuse drugs; (b) to institute a comprehensive program of education concerning drugs and their use; and (c) to make sure that students have access to alternatives to drug abuse as a way to solve problems.

Reading Initiative (2002)

- Recognizes that reading is our first and most basic educational process.
- Supports a statewide reading initiative with a goal of 90% of our students reading at or above grade level by the end of third grade.

Responsible Citizenship (1991)

- Recognizes that responsible citizenship in a democracy is dependent on a citizen's familiarity with the basic concepts of his government, on his literacy, and on his ability to govern himself.
- Believes that our schools must provide the chance for all children to develop all three qualifications.
- Urges schools to offer opportunities for the practice of citizenship and displays of patriotism and respect for the flag.

Safety Locks on Handguns (1997)

- Recognizes that handguns are easily accessible to our children.
- Supports legislation to require that a safety locking device and warning label must accompany all handguns at the time of purchase.

State Funding (1988)

- Recognizes the Tennessee Foundation Program is not adequately funded and urges the State to assume more responsibility for the Tennessee Foundation and that the capital outlay, transportation, and textbook program of the State should be increased, considering both present and long-range needs and that basic funding be on a basis to provide equal opportunities for all systems, regardless of size or affluence.

State Mandated Programs (1988)

- Believes that any present or future state-mandated programs or added responsibilities (including education programs, employment requirements, school services, etc.) must, without exception, be accompanied by 100% state funding for all direct and indirect costs associated therewith, and without corresponding reduction of state financial support in any other area of public education; waiver of the mandate should occur whenever 100% state funding is not received.

Superintendents (1989)

- Believes that public school superintendents should be employed rather than elected.

Technology Safety (1999)

- Acknowledges the significance of advances in technology.
- Supports the development of a voluntary system identifying content areas that are non-commercial, educational and/or informational, and contain content appropriate for children.
- Believes that technology will be a valuable educational tool if it is a source of (a) high quality, reliable, non-commercial content for children, and (b) relevant information that can be efficiently found and used for educational purposes.
- Supports the education of parents regarding the technology, its uses and possible effects upon children, and providing parents with information to ensure the safe, effective use of any technological medium by children and youth.
- Opposes the practice of collecting, compiling, selling or using children's personal information without giving parents notification or choice with respect to whether and how their children's personal information is collected and subsequently used by those sites.
- Opposes the practice of tracking children's online activity by anyone other than parents or those immediately supervising the child's online activities.
- Opposes the sending of unsolicited e-mail to children unless parents are notified and have granted prior approval of the mailings.
- Supports policies which will bring ALL of the nation's children on the information superhighway providing them with equitable access to advanced telecommunications services.
- Opposes linking any federal requirements that will infringe on schools, libraries, and communities to access content on the world wide web
- Believes school districts, libraries, and communities, in collaboration with parents, must develop a technology plan.

Tennessee Child Labor Laws and Practices (1989)

- Supports legislation that would restrict working hours between Sunday and Thursday for sixteen and seventeen year olds during the regular academic year.

Tennessee's Tax Structure (2001)

- Urges the General Assembly to reform Tennessee's tax structure and take the appropriate measures to ensure sufficient revenue to provide equitable and adequate educational services for the children of the state.

The Use of Pesticides in Schools and Day Care Centers (1999)

- Supports efforts to eliminate the environmental health hazards caused by pesticide use in and around schools and day care centers.
- Supports efforts to encourage the integrated pest management approach to managing pests and the environment in schools and day care centers.
- Supports efforts to retain authority for governmental bodies, at the state and local levels, to regulate the use of pesticides in and around school and day care center buildings.

Violence and Youth (1999)

- Supports all viable efforts to curb the incidence of violence against youth.
- Believes that in order to protect our children we need to limit the violence to which they are exposed by
- Teaching children and youth how to manage anger, settle disagreements, handle frustration, and deal with conflict resolution in a peaceful non-violent manner
- Teaching children and youth methods for diffusing potentially violent situations at school or in the neighborhood
- Practicing peaceful conflict resolution techniques within the family home
- Involving families in parenting sessions that would explore methods of dealing with anger

Volunteers (1994)

- Supports the passage of legislation which addresses the protection of volunteers from the threat of litigation arising from the discharge of duties within the school system as directed by teachers and/or administrators.

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