

**Positions of the LWVHC based on its 2016 study:
“Defining Components of a Quality Public Education.”**

In 2011, our local League took part in a National League study. From that National study, the LWVUSA has taken the position that *a high quality public education for all children is necessary to sustain our democratic way of life and the economic health of our state and the people.* However, a “quality” public education was not defined by the National League study, so local Leagues have been advised if they wanted to take positions for which they could advocate, they should undertake a study to define a “Quality” public education in specific terms. In 2015-16 our LWVHC conducted a 15-month study and did just that. The positions are below.

In a quality public education...

1. Early childhood programs are fully funded for eligible students.
2. State standardized tests measuring school performance are given once a year and are not used to grade students, teachers, or schools.
3. Teacher made tests are used to foster and measure learning.
4. Each student is provided a digital device.
5. Teachers are instructed in the use of technology devices and how to integrate technology into instruction.
6. A computer technician is responsible for a single school to help distribute, trouble-shoot, and maintain all technical equipment.
7. There are sufficient Instructional Technology Facilitators in the district to help all teachers integrate technology effectively.
8. Driver education is available at no cost to students.
9. There is a maximum student/teacher ratio for all grades and/or subjects.
10. Students K-12 are regularly instructed in art and music.
11. Schools have sufficient resources for visual and performing arts classes.
12. Every school has a full time nurse.
13. K-12 students have daily physical education classes instructed by physical education and/or classroom teachers.
14. Schools have sufficient resources for Physical Education.
15. To meet the physical and social needs of students, school days are organized to provide sufficient time for recesses and lunch.
16. Nutritious, good tasting food, locally grown when available, is selected with student input for cafeteria meals.
17. The importance of proper nutrition is incorporated into health lessons.
18. A district homework policy for elementary students is based on best practice studies.
19. Certified educators are equipped with sufficient resources to teach.
20. Certified educators teach students and are supported by assistants.
21. Teachers and administrators have a say in deciding when best to introduce curricula materials.
22. The local natural environment and local history are used in lessons when possible.
23. There is school funding for field study trips and extra curricular activities.
24. STEM is incorporated in the science and math curricula K -12.
25. Students K-12 participate in civics programs with mock elections and vocabulary appropriate for their grade level.
26. Students in grades 4 – 12 participate in some form of elected student government for their schools.
27. Students in grades 6 – 12 are instructed to identify their local, state, and federal representatives.
28. Vocational and career training are available for 6-12 grade students.
29. Parents/guardians support their children at home and school.
30. Schools have strong PTA/PTO’s working to advocate for the needs of students.
31. Parents/guardians are provided regular, targeted opportunities to support their children in the schools.