



Resolutions

2023-2024

Adopted at the May 2023
House of Delegates

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The constitution of the Pennsylvania State Education Association states, "The purpose of this Association shall be to promote the general educational welfare of the state, to protect and advance the interests of its members, to foster professional zeal, and to advance educational standards."

To facilitate the purposes of the Association, each House of Delegates sets forth statements of resolutions committing the Association to action. A resolution is an expression of the belief or position of the Association.

A resolution calls for the interpretation or action by various agencies including the Association.

I. TO PROMOTE THE GENERAL EDUCATIONAL WELFARE OF THE STATE

I.1 The Resolutions Process

A-01 SAFEGUARDING THE RESOLUTIONS PROCESS

1 The Association is committed to (1) developing its
2 policies through a resolutions report prepared by
3 active members by action by the House of
4 Delegates and (2) requiring that its elected officers
5 be accountable for progress and implementation of
6 resolutions. The Association is committed to
7 safeguarding this same process in the NEA.
8 Committees, commissions, departments, and
9 those PSEA members appointed to state boards
10 and commissions should be knowledgeable of
11 PSEA resolutions and adhere to the concepts
12 therein. (80,95)

I.2 Civil and Human Rights

A-02 EDUCATIONAL OPPORTUNITY FOR ALL

1 The Association believes that public education
2 should be provided from early childhood
3 through adulthood, be suited to the needs of the
4 individual, be non-segregated, be offered at
5 public expense, and be required through the
6 secondary school.
7 The Association also believes that local school
8 districts must be organized into administrative
9 units of sufficient size, resources, and
10 enrollment to ensure broad educational
11 opportunities for all.
12 The Association further believes that if privately
13 supported nonpublic schools are selected,
14 the cost must be borne by the individual, and
15 the schools must meet or exceed the standards
16 set forth by the Pennsylvania Department of
17 Education. (81,96,18, 19)

A-03 CIVIL RIGHTS

1 The Association is committed to the achievement
2 of a totally integrated society.
3 The Association calls upon all individuals to
4 eliminate all barriers of race, color, national origin,
5 religion, gender, sexual orientation, age, disability,
6 marital status, and economic status that prevent
7 some individuals, adult or juvenile, from exercising
8 rights enjoyed by others, including liberties
9 decreed in common law, the Constitution, and
10 statutes of the United States.

11 Civil order and obedience to the law must be
12 ensured without abridgment of human and civil
13 rights. Everyone must be assured a speedy and
14 fair judicial process with free legal counsel for
15 those in need. To be effective citizens, individuals
16 must be trained and aided in developing strategies
17 and expertise that will enable them to operate
18 effectively in a democratic society. (93,09,17,20)

A-04 ELIMINATION OF DISCRIMINATION AND STEREOTYPING

1 The Association believes in the equality of all
2 individuals. Discrimination and stereotyping
3 based on such factors as disability, economic
4 status, ethnicity, gender, gender expression
5 and identity, immigration status, marital status,
6 occupation, race, religion, and sexual
7 orientation must be eliminated.
8 The Association also believes that equal access to
9 all resources and programs must be available to
10 all individuals.
11 The Association further believes that members
12 must take an active role in promoting tolerance and
13 respect for all individuals in all educational settings.
14 The elimination of discrimination and the practice
15 of stereotyping should only occur through the
16 addition, and not the reduction or deletion, of time
17 and/or programs.
18 The Association believes that the total school
19 curriculum should incorporate the positive
20 aspects of human relations.
21 (80, 81, 83, 84, 95, 00, 11, 13, 16, 20)

A-05 SEXUAL HARASSMENT

1 The Association believes that school employees
2 and students must be protected from sexual
3 harassment.
4 The Association believes that every school district
5 must develop educational programs designed to
6 aid in the recognition, understanding, prevention
7 and elimination of sexual harassment.
8 The Association believes that every school district
9 must develop strong policies prohibiting sexual
10 harassment.
11 The Association further believes that every school
12 district must develop and publicize procedures
13 regarding sexual harassment that facilitate the
14 reporting of incidents of sexual harassment,
15 resolve complaints promptly, and protect the rights
16 of all parties.
17 The Association believes that school districts must
18 provide counseling for students and school

19 employees who are affected by sexual
20 harassment. (15)

A-06 ATTACKS ON HUMAN DIGNITY

1 The Association believes in the preservation of
2 human dignity for all people. The Association
3 rejects the use, commercial or otherwise, of
4 names, symbols, caricatures, emblems, logos, and
5 mascots that promote prejudice. (99,00,18)

I.3 School Funding

A-07 EQUITABLE SCHOOL FUNDING

1 The Association supports legislation that creates
2 an education funding formula that would allocate
3 state tax revenues to public schools in a fair,
4 transparent, and equitable manner, as well as
5 provide targeted property tax relief. Any tax relief
6 proposal worthy of consideration must address the
7 present and future needs of public schools and
8 provide sufficient funding to replace any lost
9 property tax revenue.
10 The Association opposes any legislative effort that
11 drains school subsidies from public schools by
12 capping future funding at a rate that does not
13 reflect actual costs. (14)

A-08 FINANCIAL RESPONSIBILITY FOR EDUCATION

1 The Association affirms and supports the mandate
2 of the state constitution to the General Assembly to
3 maintain and support a thorough and efficient
4 system of public education that guarantees
5 educational opportunities and resources for every
6 resident.
7 The Association also believes in a broad-based
8 federal, state, and local tax program that equitably
9 and fully funds the needs of all public-school
10 entities as well as any federal and state mandates
11 without referenda.
12 The Association further believes that subsidies to
13 public school entities should be paid in full at the
14 beginning of each month.
15 The Association believes that all state and federal
16 laws, regulations, and mandates governing public
17 schools must apply to any publicly funded
18 educational provider.
19 (80,81,82,86,87,90,94,95,99,06,13,17)

**A-09 FINANCIAL RESPONSIBILITY FOR PUBLIC
VOCATIONAL, CAREER, AND TECHNICAL
EDUCATION**

1 The Association supports legislation that provides
2 increases for the student reimbursement ratio and
3 all recognized programs of public vocational,
4 career, and technical education.
5 The Association recommends that all funding for
6 public vocational, career, and technical education
7 should be allocated on the basis of the educational
8 services provided and persons served. (13)

**A-10 FINANCIAL RESPONSIBILITY FOR SPECIAL
EDUCATION**

1 The Association believes that all special education
2 services should be fully funded by state
3 and federal revenues.
4 The Association believes that full funding based on
5 the principle of excess cost is the most effective
6 method for delivery of services to special education
7 students within the Commonwealth.
8 (82,89,90,98,17,18)

A-11 PUBLIC HIGHER EDUCATION

1 The Association believes that Pennsylvania must
2 maintain and adequately fund a system of public
3 higher education in order to guarantee that every
4 qualified resident will have the opportunity to enroll
5 in public higher education.
6 The Association also believes tuition for
7 Pennsylvania residents should be eliminated at all
8 public state and state-related colleges and
9 universities.
10 The Association further believes each
11 institution should maintain its own identity and
12 admissions program. Each program should include
13 an initiative to increase enrollment of minority and
14 underrepresented student populations.
15 (80, 82, 83, 99,12,13,17,20)

A-12 COMMUNITY COLLEGES

1 The Association believes that a tuition-free
2 community college education should be available
3 within each county and must be accessible to all
4 Pennsylvania residents. Financial responsibility for
5 community colleges must lie with the State and
6 local sponsor(s), and financial constraints should
7 never be the reason for limiting the number of
8 students. Further, in the event of a budgetary
9 surplus at the end of the fiscal year, those funds
10 shall be retained for the betterment of the college
11 and its students.
12 The Association also believes that
13 community colleges should maintain separate
14 identities and conduct open admissions programs.
15 The Association further believes that community
16 colleges should provide courses that will assist
17 education employees in obtaining and maintaining
18 certification. The Association believes that full-time
19 community college students should have elected
20 representation with full voting privileges on
21 community college boards of trustees in the
22 Commonwealth of Pennsylvania.
23 (80,85,91,93,98,07,10,11,18,20)

A-13 SCHOOL TRANSPORTATION

1 The Association believes that a school bus is the
2 safest form of transportation and that all eligible
3 students should be encouraged to ride the bus. All
4 school buses must be owned, operated, and
5 staffed by the local school entity with the best
6 interests of all students being of primary concern.

7 Each bus driver must be assisted by either human
8 and/or mechanical monitors.
9 The Association also believes that all safety
10 requirements for buses and other vehicles must be
11 stringently enforced and overcrowding prohibited.
12 Student driving privileges should be restricted to
13 cases of need as determined by the school entity.
14 The Association further believes that all aspects of
15 public school transportation should be totally
16 funded by the state. The Association opposes the
17 subcontracting of school transportation services.
18 The Association believes transportation for
19 nonpublic school students should not be provided
20 at public expense. (80,81,84,03,10)

A-14 SERVICES AND SUPPORTS FOR CAREGIVERS

1 The Association believes that state initiatives
2 designed to provide information about available
3 services and supports for all designated caregivers
4 of children are beneficial and should be adequately
5 funded. (15)

A-15 VOUCHERS AND TAX CREDITS

1 The Association opposes the use of vouchers,
2 tuition tax credits, or tuition tax deductions as a
3 way of diverting funds from public education.
4 (84,88,04)

A-16 PUBLIC REFERENDA

1 The Association opposes public referenda on
2 school budgets in any form and by any name. (04)

I.4 Educational Law and Government

A-17 AWARENESS OF LAW IN THE PROFESSION

1 The Association believes that copies of the laws,
2 regulations, standards, guidelines, and basic
3 education circulars affecting education and the
4 profession should be readily accessible at the
5 place of employment. Courses pertaining to school
6 laws, regulations, standards, and guidelines should
7 be included in all teacher preparation programs
8 that lead to certification. (87,01)

A-18 EDUCATIONAL POLICY AND GOVERNANCE

1 The Association believes that a single state board
2 of education, elected by professionals currently
3 engaged in education, should be the policy-making
4 body for educational programs in Pennsylvania.
5 The Association also believes that policy makers
6 must be selected for service based on competence
7 and not on partisanship. Policy makers must
8 understand their responsibility to ensure equitable
9 educational opportunities for all.
10 The Association further believes that provisions
11 must be established for professional
12 educators to work effectively and ethically on
13 questions of school policies and professional
14 conditions. (80,87,95,19)

A-19 GOVERNMENTAL COMMUNICATIONS

1 The Association believes communication with
2 legislative and executive branches must be
3 maintained without conceding the positions taken
4 on issues by the Houses of Delegates.
5 (82,91,02,03)

A-20 ACCESS TO PUBLIC INFORMATION/ SUNSHINE LAW

1 The Association supports the Pennsylvania
2 "Sunshine Law" and believes the law must be fully
3 implemented. Pennsylvania's "Sunshine Law" must
4 be implemented in spirit as well as in letter. The
5 Association at state and local levels should
6 cooperate in exposing violations of the "Sunshine
7 Law" as it relates to any governing board. (80,97)

A-21 GERRYMANDERING

1 The Association opposes the gerrymandering of
2 legislative and congressional districts. The
3 Association supports redistricting standards
4 that take into consideration the compactness of
5 districts as well as the preservation of communities
6 of interest by splitting counties and municipalities
7 only when absolutely necessary to meet population
8 guidelines.
9 The Association also supports efforts to require
10 that when legislative and congressional seats are
11 redistricted following the decennial census that in
12 addition to current requirements for districts to be
13 equal in population, the districts should be drawn
14 so as to maximize compactness and avoid
15 whenever possible the splitting of county and
16 municipal boundaries. (16,21)

I.5 Public Perceptions of Education

A-22 PROPONENTS OF PUBLIC EDUCATION

1 The Association believes that it must work
2 cooperatively and collectively with all
3 organizations, coalitions, and agencies whose
4 interests and goals are to promote and improve the
5 quality of public education at all levels.
6 The Association also believes that it must
7 continually work to engage private citizens to
8 actively support public education.
9 (80,87,88,96,04,11,14)

A-23 OPPONENTS OF PUBLIC EDUCATION

1 The Association must be continually aware of the
2 efforts of those individuals or groups identified as
3 opponents of public education. The Association
4 must monitor opponents' actions and agendas and
5 disseminate regular updates of their impact on the
6 Association. (82,88,93,98,19)

A-24 PUBLIC RELATIONS

1 The Association believes the goals of public
2 education should be promoted through active and
3 positive public relations, highlighting the

4 achievements of both students and education
5 employees. (80,93,00,01,05)

I.6 School Operations

A-25 SCHOOL CALENDAR/DAY

1 The Association believes that school calendars
2 must not be legislatively fixed and must be based
3 on local negotiations.
4 The Association also believes that school
5 calendars should be collaboratively designed by
6 the bargaining unit and the school district or
7 designated committee.
8 Professional bargaining unit members must have
9 input into the complete structure of the school day
10 and calendar. The Association also believes that
11 any plan to recover state mandated school days
12 lost due to weather emergencies, natural disasters,
13 epidemics, or other unforeseen circumstances
14 must be negotiated and agreed to by all affected
15 bargaining units. The Association believes
16 that any increase in the length of school
17 calendar/year beyond the mandated 180-day
18 school year must be accompanied by proportional
19 increases in salaries and fringe benefits for all
20 employees. (90,95,97,05,12,14,20)

A-26 CONSOLIDATION/DECONSOLIDATION OF SCHOOL DISTRICTS

1 The Association believes that any proposal
2 advocating for consolidation or deconsolidation of
3 school districts must originate with and be
4 executed by all local stakeholders as well as
5 adhere to democratic processes.
6 The Association also believes that there must be
7 no reduction in educational programs or offerings
8 from any such proposal.
9 The Association further believes that all
10 education employees must be maintained and
11 treated equitably, and suffer no demotion in
12 position, salary, benefits, protections, or bargaining
13 and due process rights.
14 The Association believes that employees of
15 newly consolidated or deconsolidated districts
16 must maintain membership in local, state and
17 national affiliates. (11,12,18)

II. TO PROTECT AND ADVANCE THE INTEREST OF ITS MEMBERS

II.1 Basic Rights of Members

B-01 DIGNITY AND RESPECT

1 The Association believes that all education
2 employees must be treated with dignity and
respect. (09,11)

B-02 ACADEMIC, PERSONAL, AND PROFESSIONAL FREEDOM

1 The Association believes that academic, personal,

2 and professional freedom is essential to the well-
3 being of the teaching profession. Academic
4 freedom includes the right of the teacher
5 and learner to present, discuss, and explore
6 controversial and divergent points of view in an
7 atmosphere conducive to the quest for knowledge
8 and truth. In order to achieve this, procedures must
9 be established which guarantee that the
10 professional staff has the right to select materials,
11 methods, and strategies that it believes to be most
12 appropriate to the curriculum and to the maturity
13 level of the students without censorship or
14 legislative interference. The professional staff must
15 be free to exercise this judgment without fear of
16 institutional pressure of reprisal.
17 Challenges on the choice of instructional materials
18 must be orderly and objective, under procedures
19 mutually adopted by professional associations and
20 school boards.
21 Personal freedom includes all of those rights that
22 American citizens enjoy under the U.S.
23 Constitution, regardless of occupation.
24 Educators should not be penalized personally or
25 professionally for exercising their constitutional
26 rights.
27 Professional freedom includes the right of
28 educators to advocate their professional points of
29 view and to evaluate and criticize the policies and
30 actions of the local school entity in which they are
31 employed without fear of reprisal.
32 Educators have the right and obligation to assist
33 colleagues when their academic, personal, or
34 professional freedom is threatened or violated.
35 (80,88,90,91)

B-03 EDUCATION SUPPORT PROFESSIONALS

1 The Association believes that all Education
2 Support Professionals (ESPs) are an integral
3 and vital part of the Association.
4 The Association also believes that all ESPs
5 deserve professional respect and should be
6 recognized for the valuable service they provide
7 to our students and school communities. (22,23)

B-04 EDUCATION SUPPORT PROFESSIONALS COMPENSATION

1 The Association believes that all education
2 support professionals deserve to earn a living
3 wage and are entitled to a contractually
4 negotiated comprehensive benefits package.
5 The Association also believes education
6 support professionals who attain specialized
7 certification in their field are entitled to
8 additional compensation. Costs for courses
9 required to obtain these certifications must
10 be reimbursed by the employer. (23)

B-05 COLLECTIVE BARGAINING AND GRIEVANCE PROCEDURES

1 The Association believes that local associations

2 and policymaking boards must negotiate written
3 master contracts. Such contracts shall result from
4 negotiation in good faith between associations and
5 such boards, through representatives of their
6 choosing, to establish, maintain, protect, and
7 improve terms and conditions for educational
8 service and other matters of mutual concern
9 including a provision for financial responsibility.
10 The Association encourages local associations to
11 see that all education employees are guaranteed a
12 realistic opportunity for decisive participation in the
13 establishment of instructional policies. Local
14 associations are encouraged to become familiar
15 with and work to attain contracts consistent with
16 PSEA Collective Bargaining Goals. Procedures for
17 the resolution of impasse must be provided in the
18 master contract with definite steps to appeal the
19 application of interpretation of board policies and
20 agreements. Binding arbitration shall be a part of
21 the grievance procedure. Those representing local
22 associations in the negotiation process shall be
23 granted released time without loss of pay.
24 The Association believes that the employment of
25 non-PSEA negotiators is not in the best interest of
26 PSEA members organizationally, financially, or
27 professionally and is, therefore, not encouraged.
28 Faculty and first-level supervisors, in order to
29 preserve professional relationships within school
30 staffs, should not be negotiators for boards.
31 The Association encourages new education
32 employees to accept initial employment with those
33 areas or districts where master contracts have
34 been negotiated.
35 Members of the Association should be involved in
36 the development of guidelines for recruitment,
37 appointment, orientation, evaluation, transfer,
38 promotion, and dismissal of all professional
39 personnel. The rights and privileges of all
40 education employees should always be respected
41 regardless of what organization has sole
42 negotiation rights. (80,90,95,97,02)

B-06 PROFESSIONAL SANCTIONS

1 The Association supports the use of professional
2 sanctions in the form of public censure of any
3 school entity that fosters educational or
4 professional conditions which deter quality
5 teaching or learning.
6 The Association will also discourage prospective
7 employees from applying to work in such entities.
8 (87,03)

B-07 PUBLIC EMPLOYEE RELATIONS ACTS

1 The Association believes in a strong public sector
2 collective bargaining law. The Association believes
3 that all education employees need to be aware of
4 the principles, concepts, and implications of Acts
5 195 and 88. The collective bargaining process
6 should be a part of all teacher education and
7 continuing education programs. It also believes

8 that legislation is needed to:
9 (1) expand items mandated as negotiable to
10 include educational matters relating to curriculum
11 and school programs and
12 (2) give all education employees, other than the
13 chief educational administrator and other
14 commissioned officers, but specifically including all
15 other administrators, supervisors, and special
16 service personnel, the right to collective
17 negotiations with the board of school directors or of
18 trustees in bargaining units whose inclusiveness is
19 determined by the total education employees
20 involved.
21 The Association supports passage of a strong
22 federal collective bargaining law for education
23 employees. (80,81,93,95,96,04,08)

B-08 POLITICAL ACTION

1 The Association reaffirms the constitutional right
2 and obligation of all education employees,
3 individually and/or collectively, to participate in all
4 aspects of the democratic political process and
5 encourages all education employees, to actively do
6 so. The Association must resist any efforts to deny
7 or suppress the exercise of those rights. The
8 Association should assist local associations in
9 bringing action against any policymaking board
10 which abrogates the political rights of education
11 employees. Provisions should be made to enable
12 education employees to serve in any public office
13 without personal loss and/or curtailment of annual
14 increments, tenure, retirement, fringe benefits, or
15 seniority rights.
16 The Association endorses PSEA-PACE, the PSEA
17 political action committee, and strongly urges
18 members and friends of education to support it
19 through individual involvement and contributions.
20 The Association opposes legislation that would
21 uniformly impose expenditure limits without regard
22 to PAC size. (80,87,95,07,09)

B-09 PSEA - POLITICAL ACTION COMMITTEE FOR EDUCATION (PACE)

1 The Association encourages its members to
2 participate in the process of reviewing and
3 recommending candidates for political office and
4 strongly encourages all members and friends of
5 education to support all recommended candidates.
6 The Association also believes that members
7 must be allowed to contribute to PACE through
8 payroll deduction. The Association opposes
9 legislation that would uniformly impose expenditure
10 limits without regard to the size of a political action
11 committee (PAC). (11,12,21)

B-10 PAYROLL DEDUCTION

1 The Association believes that payroll deduction is
2 an essential right of all public employees that
3 should be guaranteed by law. The Association
4 also believes that all local associations should

5 adopt contract language that guarantees the right
6 to have payroll deduction. The Association
7 opposes any effort to limit the right to payroll
8 deduction for professional association dues, fair
9 share contributions, and PSEA/NEA Political
10 Action Committee contributions.
11 The Association also opposes all attempts to limit
12 this right through the imposition of fees or
13 surcharges. (12,13)

B-11 EMPLOYEE BENEFIT PLANS

1 The Association believes that state and federal
2 programs, such as the Pennsylvania 529
3 Guaranteed Savings Plan, should be made
4 available to school employees through payroll
5 deduction. (10)

B-12 FAIR SHARE

1 The Association believes that Fair Share must be
2 instituted in all PSEA locals. Those who do not join
3 the association will be required to pay their fair
4 share of legal and other necessary expenses that
5 are involved in the negotiations process and
6 grievance procedures. The Association opposes
7 legislation that eliminates or limits the collection of
8 Fair Share. (80,81,93,95, 17)

B-13 PROFESSIONAL COMPENSATION

1 The Association believes that all professional
2 education employees should be fairly and
3 reasonably compensated. Salary schedules, as
4 well as hourly wage tables, should be based on
5 certification, degrees, professional development,
6 experience, responsibility, and length of contract
7 year. Professional employees should have
8 mandated salary schedules and/or hourly wage
9 tables with automatic annual increments.
10 All educators must be paid on a pro rata salary for
11 service beyond the mandated 180-day school
12 term. All educators transferring between school
13 districts and intermediate units or career and
14 technical centers should be granted full credit for
15 professional experience in the matter of salaries
16 and fringe benefits in accordance with the
17 employing school entity's contract.
18 The Association believes that all credits beyond
19 the baccalaureate degree including graduate,
20 undergraduate, inservice classes, and related
21 experiences outside of the classroom should be
22 used to determine master's equivalency and/or
23 placement on the salary schedule.
24 In addition to collectively bargained wages, the
25 Association believes that hourly education
26 employees should receive increases proportional
27 to any increases in the minimum wage.
28 (81,90,00,06,11,15)

B-14 MERIT PAY

1 The Association opposes merit pay in any form
2 and by any name. (84,00)

B-15 CLEARANCES

1 The Association believes that all mandated
2 criminal background clearances should be funded
3 by government sources. (15)

B-16 WORKERS COMPENSATION

1 The Association believes that all education
2 employees who are injured in the workplace or
3 while performing their contractual duties should
4 maintain all legal and contractual rights and
5 benefits until medically cleared to return to work.
6 Furthermore, the Association believes that all
7 education employees shall be informed of the
8 available entitlements under workers
9 compensation insurance as required by law. (07)

B-17 HEALTH CARE

1 The Association believes that a comprehensive
2 health insurance program must be an essential
3 part of the total compensation for all education
4 employees. Each local association should actively
5 participate in any negotiations between the
6 employer and health care providers or third-party
7 insurers. (85,91,97)

B-18 EXTENSION OF BENEFIT

1 The Association believes that all spousal benefits
2 should be fully extended to all domestic partners.
3 (13)

B-19 STATEWIDE HEALTH CARE PLAN

1 The Association supports a voluntary statewide
2 health care plan for all active and retired public
3 school employees consisting of medical,
4 prescription, dental and vision coverage that is
5 identical or better than benefits provided in existing
6 collective bargaining agreements and/or retirement
7 plans; that is fully funded by the state and local
8 school entities; and has local Trusts/Consortia
9 including Taft/Hartley Trusts as part of the delivery
10 system. (07,15)

B-20 STRIKES IN SCHOOL ENTITIES

1 The Association believes that the right to strike is a
2 fundamental right of all education employees
3 which must be preserved by law. The Association
4 further believes that a strike is an appropriate
5 method of facilitating the resolution of an impasse.
6 The Association believes that the method of
7 striking used by the local association shall be
8 decided at the local level.
9 The Association believes that in the event of a
10 strike by employees of a school district, all
11 activities, including extracurricular and cocurricular,
12 should cease.
13 The Association believes that substitutes and
14 personnel outside the bargaining unit should not
15 be used to take the place of bargaining unit
16 members during a work stoppage. It further

17 believes that videos, computer programs and other
18 technical devices should not be used to replace
19 any education employee during a strike.
20 The Association believes that strikebreaking is an
21 unprofessional act which jeopardizes the
22 bargaining process, and therefore, strikebreakers
23 will be subject to member discipline.
24 The Association believes that vocational-technical
25 and special education students should not be
26 returned to sending school districts during
27 vocational-technical or intermediate unit
28 association strikes.
29 The Association believes that no education
30 employees should be compelled to cross the picket
31 lines of bargaining units in other districts.
32 The Association believes that binding arbitration is
33 only acceptable when mutually agreed to by both
34 parties in the negotiating process.
35 (80,86,90,94,96,97,00,07,08)

B-21 TENURE

1 The Association believes that all certificated
2 educators must be guaranteed the right to tenure
3 and opposes any attempt to seek detrimental
4 changes to that right. It further believes that no
5 professional employee may be demoted,
6 suspended, or dismissed without being afforded
7 full due process as guaranteed by law. (80,93)

B-22 SENIORITY: REDUCTION IN FORCE AND RECALL

1 The Association believes that in the event of
2 reduction in force, seniority within the area(s) of
3 certification or job classification in the local school
4 entity should be the sole criterion in determining
5 the order in which layoffs and demotions occur.
6 The Association believes that all employees shall
7 have realignment and recall rights based solely on
8 seniority. (99,12)

B-23 JUST CAUSE

1 The Association believes that all education
2 employees must be guaranteed Just Cause. It
3 further believes that no employee may be
4 demoted, suspended, or dismissed without being
5 afforded full due process. (97)

B-24 ETHICAL DISCIPLINARY PRACTICE

1 The Association opposes any fabrication or
2 exaggeration of allegations and/or evidence to
3 initiate or advance disciplinary action against an
4 employee. (19)

B-25 LEAVES OF ABSENCE

1 The Association supports legislation designed to
2 (1) provide each education employee with at
3 least three days leave each year for personal
4 reasons without loss of pay, (2) provide for
5 transfer of all accumulated unused sick leave from
6 one district or institution to another, (3) provide that

7 sabbatical leave in the school code be considered
8 as minimum and allow for split sabbaticals, (4)
9 provide childbearing and childcare leaves of
10 sufficient length, and (5) provide that education
11 employees have the right to a leave for cause
12 when such persons do not qualify for sabbatical
13 leave. Education employees who receive leaves
14 shall retain their rights to their positions and
15 seniority. Sick leave must be based proportionally
16 on the number of days employed per year.
17 (80,89,96,97,20)

B-26 SABBATICAL LEAVES

1 The Association believes that sabbatical leaves for
2 professional employees are an important and
3 necessary means for improving and maintaining
4 educational skills, experiences, and health.
5 The Association further believes sabbatical leaves
6 for study, travel, and health fulfill these goals; and
7 should be provided.
8 The Association believes that a local school board
9 must not impose any specific or minimum
10 requirements for sabbatical leaves. (96,97)

B-27 BEREAVEMENT LEAVE

1 The Association believes that all education
2 employees are entitled to bereavement leave
3 without loss of pay. The Association also believes
4 that bereavement leave should be extended to
5 include death of an immediate family member or
6 near relative of a member of the employee's
7 household. (10)

B-28 MILITARY LEAVE

1 The Association believes that all education
2 employees who serve in the military should
3 maintain all legal and contractual rights and
4 benefits, including insurance coverages and the
5 difference between their school district salary and
6 their military pay, while on active duty. (07,08)

B-29 RELEASED TIME FOR RELIGIOUS OBSERVANCE

1 The Association believes that when a day of major
2 religious observance of an education employee
3 falls on a school day, released time, other than a
4 personal day, should be granted for the purpose of
5 religious observance. (81,97)

B-30 DEFINED BENEFIT PLAN

1 The Association believes a defined benefit pension
2 plan must be maintained. The Association
3 opposes any effort to convert to a defined
4 contribution pension plan. The Association also
5 opposes the creation of a two-tiered retirement
6 benefit plan.
7 The Association further believes that all rights and
8 benefits of retirees participating in Pennsylvania
9 public employees' retirement systems must be
10 maintained and guaranteed.

11 The Association opposes any efforts to reduce or
12 eliminate existing retirement benefits for active and
13 future participants in Pennsylvania public
14 employees' retirement systems, including, but not
15 limited to, the 2.5 multiplier, lump sum withdrawal
16 of employee contributions and interest, and the
17 Health Options Premium Assistance. (09,10,12)

B-31 HEALTH ASSISTANTS/HEALTH AIDES

1 The Association believes that it is the role of health
2 assistants/health aides to assist certificated school
3 nurses to accomplish health-related tasks. Health
4 assistants/health aides should not replace and
5 must be directed by certificated school nurses.
6 Health assistants/health aides must not be asked
7 to perform the duties of certificated school nurses
8 and must be provided with appropriate orientation
9 and training.
10 The Association vigorously opposes the use of any
11 unlicensed personnel to be included in the
12 administration of medication or other medical
13 services. (00)

B-32 RELEASE TIME FOR ASSOCIATION BUSINESS

1 **The Association believes school entities must**
2 **provide unlimited release time for members of**
3 **the Association to conduct Association**
4 **Business. (23)**

II.2 Protection of the Members

B-33 RETIREMENT

1 The Association believes that public school
2 employees should have the option of full retirement
3 after 25 years of service at any age without
4 penalty.
5 The Association also urges its local affiliates to
6 negotiate early retirement incentives in their local
7 school entities in order to secure benefits that
8 would make full retirement with 25 years of service
9 a viable option. Until this goal is met, the
10 Association should work to make the 30 and out
11 retirement option permanent.
12 The Association believes that benefits paid to
13 retired public school employees must automatically
14 increase annually in proportion to the cost of living
15 and recommends substantially increasing the
16 supplemental state annuity minimum. The
17 Association further recommends that any future
18 supplemental annuity reflect the actual cost of
19 living and should include an additional graduated
20 increase for pre-ACT 9 retirees. The Association
21 also believes that future cost-of-living increases
22 should be applicable to the beneficiaries of the
23 annuitants. The Association recommends
24 legislation which would allow vesting after five
25 years of service. The Association believes the
26 members of the retirement system should be
27 permitted to change the chosen retirement option
28 at any time within one year after the original choice

29 of option.
30 The Association recommends that members of the
31 retirement system be permitted to use all earned
32 sick leave accumulated prior to the effective date
33 of retirement or to use such earned sick leave for
34 additional retirement credit, and to use any and all
35 income earned from a school entity for the
36 computation of retirement benefits.
37 The Association believes that paid family health
38 insurance should be provided for all retirees.
39 The Association believes that public school
40 employees should have the right to purchase
41 private or Pennsylvania non-public school service
42 retirement credit in accordance with the existing
43 provisions for purchasing out-of-state service.
44 The Association supports safeguards for the
45 retirement system that prevent misuse of assets
46 and guarantees full funding.
47 The Association believes that vocational-technical
48 educators should have the right to purchase
49 retirement credit for certain prior work experience
50 in their area of specialization.
51 The Association believes that school nurses should
52 have the right to purchase for retirement purposes
53 the one-year general nursing experience
54 prerequisite for certification.
55 The Association supports the elimination of
56 fractional years of credited service which have
57 resulted from a work stoppage by utilizing any days
58 worked beyond 180 in subsequent years to offset
59 lost days.
60 The Association believes that age should not be a
61 factor in determining the continued employment of
62 public school employees.
63 The Association recommends that the office
64 practice of the Public-School Employees'
65 Retirement System be improved regularly to
66 guarantee the most efficient and timely service to
67 all members. The Association believes the PSERS
68 Board of Trustees should have the right of access
69 to independent counsel.
70 The Association believes that an annual statement
71 of the status of experience of the retirement fund
72 should be prepared at the conclusion of each fiscal
73 year and made available upon request to any
74 member of the retirement system.
75 (80,81,82,83,86,87,88,90,94,97,98,09,17)

B-34 RETIREMENT SYSTEM FUNDING

1 The Association supports safeguards that (1)
2 prevent any misuse of assets and (2) guarantee
3 full funding for the retirement system.
4 The Association believes the Commonwealth as
5 well as other contributors of the Public-School
6 Employees' Retirement System should be required
7 to submit payments on a current basis and that a
8 penalty and legal means should be used to ensure
9 compliance.
10 The Association believes that the employee
11 contribution to the Public-School Employees'

12 Retirement System should never exceed the
13 percentage paid by the employer or the state.
14 The Association supports federal legislation
15 providing for the deduction of mandatory employee
16 contributions from taxable income with the tax on
17 such contributions deferred until after retirement.
18 (98,02,05,07,09,17)

**B-35 NONDISCRIMINATORY PERSONNEL
POLICIES/AFFIRMATIVE ACTION**

1 The Association believes that personnel policies
2 and practices must guarantee that no person be
3 employed, retained, paid, dismissed, suspended,
4 demoted, transferred, or retired because of race,
5 color, national origin, religious beliefs, residence,
6 disability, political activities, professional
7 association activity, age, marital status, family
8 relationship, gender, or sexual orientation.
9 The Association urges the development and
10 implementation of affirmative action plans and
11 procedures that will encourage active recruitment
12 and employment of women, minorities, and men in
13 underrepresented education categories.
14 (80,84,93,99)

B-36 CRIMINAL CHARGES

1 The Association believes that if any employee has
2 been dismissed/suspended because of criminal
3 charges, the employee shall be reinstated to
4 his/her former position in the school entity upon
5 exoneration or dismissal of charges. The school
6 entity should compensate the employee for legal
7 expenses for school related charges, loss of
8 pay, incidentals, benefits, and privileges as if
9 continuously employed.
10 The Association further believes that no employee
11 should be compelled to disclose any prior arrest for
12 any crime of which the employee has been
13 acquitted, for which sufficient time has passed for
14 such records to be expunged, or for which charges
15 have been dismissed. (83,12)

**B-37 EMPLOYEE PERSONAL ASSISTANCE
PROGRAMS (EPAP)**

1 The Association supports the establishment of
2 Employee Personal Assistance Programs (EPAP)
3 to provide assistance to employees in stressful
4 situations. Procedures to implement an EPAP
5 should be established by cooperative efforts
6 among the Association, the school entity, the
7 individual, and existing community services.
8 Information pertaining to persons utilizing EPAP
9 should be held in strictest confidence. (85)

B-38 DRUG TESTING

1 The Association is opposed to mandatory drug
2 testing of its members. (87)

B-39 DRUG TESTING OF STUDENTS

1 The Association opposes requiring school

2 employees to perform or participate in student drug
3 testing. The Association believes that any school
4 employee required to perform such duties must be
5 absolved from all liability. (13,17)

**B-40 HUMAN IMMUNODEFICIENCY VIRUS
(HIV)/ACQUIRED IMMUNODEFICIENCY
SYNDROME (AIDS)**

1 The Association is opposed to mandatory
2 screening of blood to detect the presence of
3 HIV/AIDS antibodies. The Association supports the
4 protection of the rights of those employees who
5 have contracted HIV/AIDS and is opposed to
6 discrimination against such employees.
7 (86,87,95,96)

B-41 COMMUNICABLE DISEASE PREVENTION

1 The Association believes all school entities must
2 work with the Pennsylvania Department of Health
3 and Human Services to create a plan of action in
4 order to correctly clean, disinfect, and sanitize all
5 school facilities in a safe and protective manner.
6 Door handles, desktops, and other frequently
7 touched items must be disinfected and sanitized
8 on a daily basis by properly trained custodial staff
9 using medical grade disinfectant with medical
10 grade protective equipment.
11 The Association also believes that school entities
12 must bear the responsibility for providing the
13 necessary training and equipment to keep all
14 staff safe when dealing with communicable
15 diseases. Contract language must be developed
16 that would provide hazard pay for all school
17 employees that continue to go into the workplace
18 during an epidemic/pandemic. Education
19 employees who are in compromised health or in a
20 high-risk group should be provided a temporary
21 leave that would not negatively impact their pay or
22 benefits.
23 The Association further believes that school
24 entities must supply hand sanitizer in the cafeteria,
25 all classrooms, and hallways. Additionally, school
26 entities should provide opportunities for and
27 instruction in proper hand washing for all staff and
28 students. (19)

B-42 PANDEMIC QUARANTINE AND HAZARD PAY

1 The Association believes that any school district
2 employee quarantined because of an
3 administrative directive should receive full pay
4 without loss of benefits, including PSERS credit
5 and sick days.
6 The Association further believes that any
7 education support professional required by their
8 employer to work during a pandemic should be
9 compensated at an agreed upon hazard pay rate.
10 (20)

B-43 EMPLOYMENT DURING A PANDEMIC

1 The Association believes that education

2 employees should not be mandated to work under
3 unsafe conditions during a pandemic and must be
4 allowed to work remotely to the greatest degree
5 possible without loss of pay, position, benefits, or
6 seniority. Priority to remote positions should be
7 given to those in high risk or immunocompromised
8 groups. (20)

B-44 RESIDENCY REQUIREMENTS

1 The Association and its locals should work actively
2 to combat attempts to include residency
3 requirements as conditions of employment by
4 negotiating non-residency clauses into local
5 contracts. (81,95,02)

B-45 PROTECTION OF EDUCATION EMPLOYEES

1 The safety of all school employees must be
2 guaranteed by procedures that eliminate from all
3 schools firearms and other weapons carried by
4 unauthorized persons. The Association insists
5 upon the enactment and enforcement of laws and
6 the development of policies and procedures to
7 guarantee the safety of education employees from
8 physical attacks on their persons or property.
9 The Association believes any form of verbal,
10 electronic, or written abuse of education
11 employees is inappropriate. Therefore, guidelines
12 for dealing with verbal abuse must be developed
13 and appropriate action must be taken for all cases
14 of abuse.

15 The Association further believes that all
16 education employees should receive adequate
17 training in order to deal with any form of abuse as
18 well as physical assaults, and crisis management.
19 The Association believes that proper procedures,
20 based on medical and scientific research and
21 recommendations, must be adopted and enforced
22 to protect education employees from infectious
23 diseases in the school setting.
24 (81,87,93,95,97,99,02)

B-46 SCHOOL SECURITY

1 The Association strongly opposes the arming
2 of any education professional or education support
3 personnel. The Association believes that school
4 entities have a responsibility to hire trained security
5 personnel to perform all duties related to
6 screening, search, and seizure of firearms, other
7 weapons, and contraband upon student or public
8 entry into a school building.
9 Furthermore, the Association believes that such
10 duties present a potential hazard to the health and
11 well-being of students and education employees,
12 and must not be required of anyone not specifically
13 hired and trained to perform these duties. (13,18)

B-47 HEALTHFUL SCHOOL ENVIRONMENT

1 The Association believes that the school
2 environment must be maintained to guarantee
3 optimal health of students and staff. The

4 Association also believes clean air, proper
5 ventilation, appropriate climate control within the
6 building, and clean water are essential to a
7 healthful learning environment.
8 The Association believes that students and staff
9 must be protected from all potentially hazardous
10 substances. The Association urges that standards
11 and safeguards be established and programs for
12 the prevention and elimination of health hazards
13 be enacted by the appropriate school governing
14 body after input from the local association. It
15 further urges its affiliates to support state and
16 federal legislation that would set health and safety
17 standards, provide for required inspections to
18 ensure that standards are met, and prescribe
19 penalties for noncompliance by school governing
20 bodies.
21 The Association further believes that if contact with
22 hazardous materials is necessary to fulfill an
23 education employee's responsibilities, the
24 employer must provide proper instruction in and
25 assistance with the identification, correct labeling,
26 proper storage, and safe disposal of potentially
27 hazardous substances. Material Safety Data
28 Sheets, MSDS, must be readily available.
29 (80,85,88,90,95,08)

B-48 PERSONNEL FILES

1 The Association insists that each education
2 employee must have immediate access to and
3 copies of all items in his/her personnel file (except
4 privileged communications related to his/her initial
5 employment) and shall have the right to attach a
6 written response to any item. A procedure shall be
7 established to remove inappropriate or unfounded
8 material from personnel files. A copy of any
9 evaluation report placed in the education
10 employee's file must be given to the employee.
11 The Association asserts that an education
12 employee may at any time review the contents of
13 his/her personnel file and receive copies of any
14 documents contained therein at his/her request. In
15 examining his/her file, an employee shall be
16 entitled to be accompanied by an Association
17 representative or may authorize an Association
18 representative to examine his/her file in his/her
19 behalf. An employee shall be notified in writing of
20 any document placed in his/her personnel file on
21 the date of its placement with the right to annotate
22 such documents. All personnel files shall be kept in
23 one location and be available only to the
24 superintendent and the employee.
25 Every effort will be made to ensure that these
26 guarantees become a part of negotiated
27 agreements between local associations and school
28 entities. (81,95,07)

B-49 CONFIDENTIAL INFORMATION

1 The Association believes personal information given
2 to any education employee by students in

3 confidence should be legally privileged, except in
4 circumstances where maintaining confidence may
5 jeopardize the health, safety, or welfare of that
6 student or any other individual. (80,97,11)

B-50 MEDICATION AND MEDICAL SERVICES IN SCHOOLS

1 The Association believes that it is the responsibility
2 of the school district to have a written medication
3 policy and to employ certificated school nurses to
4 administer medication and to render medical
5 services. While medication administration at
6 school may facilitate the education of students,
7 school personnel must be aware that medication
8 must be administered only by licensed medical
9 personnel. The physician, parent, legal guardian,
10 or the emancipated minor are responsible for the
11 medication, including the dosage and
12 administration. A written medication policy shall be
13 supplied to the school nurse, physician, parent,
14 student and all other school personnel. The written
15 medication policy must be included in the job
16 description of the school nurse. Procedures for
17 administration of medication and medical services
18 are necessary and must provide that:

- 19 a. Only certificated school nurses be required to
20 administer medication or provide medical services.
- 21 b. A physician's written verification of need for
22 medication is required.
- 23 c. Written permission of the parent or guardian is
24 required.
- 25 d. The medication must be delivered to school by the
26 parent or other responsible adult in the original
27 container, properly labeled with name and strength
28 of the medication, name of patient, name of
29 physician, date of original prescription, and
30 direction for usage.
- 31 e. The initial dose of medication shall not be
32 given at school except in life-threatening situations.
- 33 f. Medication dispensed must be recorded on a
34 medication log, which includes date, time, and
35 identification of the person giving the medication.
- 36 g. Safe storage for medication must be provided.
- 37 h. The policy must permit the school nurse to
38 refuse to administer medication based on
39 medical judgment and protection of liability.
- 40 i. The individual education plan (IEP) of the
41 special education student and the individual health
42 plan (IHP) of the protected challenged student
43 must provide for the administration of prescribed
44 medication by the certificated school nurse.
45 The Association supports legislation that would
46 protect school personnel from all liability when the
47 adopted procedure is followed. In addition, school
48 personnel have the right to refuse without fear of
49 disciplinary repercussions to administer medication
50 and/or medical services for which they believe they
51 are unqualified to administer or when proper
52 equipment has not been provided. Medical
53 personnel must be properly trained prior to

54 performing the medical services in question.
55 (80,84,99)

B-51 STAFF RESPONSIBILITIES/STUDENT USE OF TECHNOLOGY

1 The Association believes that education
2 employees must not be subject to discipline for
3 student violations of any acceptable use policies
4 including, but not limited to internet policies.
5 The Association further believes that education
6 employees must not be held responsible for
7 student owned electronic devices. (14)

B-52 COMPETENCY-BASED TEACHER EDUCATION

1 The Association believes that teachers employ the
2 most appropriate processes known for the
3 promotion of learning.
4 The Association also believes competency-based
5 programs for pre- and inservice teacher education
6 and teacher evaluation must be based on many
7 factors, some of which the teacher cannot control.
8 It opposes models of teacher education that
9 prescribe single, limited definitions of competence
10 that reduce the process of teaching to mechanical,
11 nonprofessional acts, or that seek to measure
12 teacher competence on the basis of student
13 achievement.
14 The Association believes that competency-based
15 programs should not be implemented that do not
16 first provide for carefully controlled research and
17 development to assure validity and reliability which
18 indicate that such programs are an improvement
19 over present programs. Teachers must be involved
20 in such research and development. (81)

B-53 STANDARD APPLICATION FORMS

1 The Association believes that a standard
2 application form must relate only to the
3 professional certification and competence of the
4 individual. Employers must be prohibited from
5 inquiring into activities and beliefs not directly
6 related to professional responsibilities. (80,02)

B-54 TRANSFERS WITHIN AND BETWEEN ENTITIES

1 The Association believes that when a group of
2 students is transferred between a school district
3 and an intermediate unit or area vocational-
4 technical school, the education employee presently
5 employed with that group should be guaranteed
6 the option to retain the position in the sending
7 school in an area of certification or job
8 classification. In each case the education
9 employee's salary and fringe benefits should be
10 maintained or increased as the situation warrants.
11 The Association also supports the concept that it is
12 the inherent prerogative of all education
13 employees to exercise their rights of seniority and
14 transfer within the school entity. (81,98,99)

B-55 THE ECONOMY

1 The Association is opposed to the imposition of
2 any wage controls which freeze public employees
3 in an inferior economic position, the elimination of
4 programs that guarantee social and economic
5 justice for the American people, and any anti-
6 inflation program that contemplates increasing
7 unemployment as a remedy. (81,86,90)

B-56 TAXATION OF BENEFITS

1 The Association opposes any effort to tax non-
2 salary benefits. (10)

B-57 TAX DEDUCTIONS FOR PROFESSIONAL EXPENSES

1 The Association believes that all education
2 employees must be recognized as professional
3 persons engaged continuously in professional
4 development and that professionally related
5 expenses must be uniformly deductible from gross
6 income in the computation of federal, state, and
local income taxes. (81,04)

II.3 Privacy of its Members

B-58 ACCESS TO PERSONAL INFORMATION

1 The Association supports legislation that would
2 restrict access to personal information of all current
3 and retired public employees. (10)

B-59 INVASION OF PRIVACY

1 The Association believes that every individual has
2 a right to privacy. The Association opposes
3 indiscriminate or monitoring of citizens or groups or
4 their communication by private and public agencies
5 including school authorities.
6 The Association condemns the use of personal
7 information gathered and stored and the exchange
8 of such information without explicit release from
9 the person or persons involved.
10 The Association believes that electronic
11 surveillance should not be used as a method of
12 monitoring or evaluating job performance.
13 Furthermore, the Association believes that when in
14 operation all surveillance equipment should be
15 clearly visible in order to maintain a reasonable
16 expectation of privacy. (98,06)

B-60 E-MAIL COMMUNICATIONS

1 The Association believes that when school entities
2 are archiving e-mail communications, Association
3 members must be notified in writing and provided
4 access to those communications to which they are
5 a party. (08)

B-61 SOCIAL NETWORKING

1 The Association recognizes the value of social
2 networking. Adequate training in social networking
3 should be provided to all education employees.
4 The Association believes that members must be

5 made aware of potential consequences related to
6 social networking. (10)

B-62 USE OF RECORDING DEVICES

1 The Association believes that the recording of the
2 work of any education employee by any means
3 without his/her permission for any purpose must be
4 forbidden. The use of recordings for evaluation
5 and/or rating purposes must be prohibited.
6 The Association also believes that any electronic
7 surveillance of employees/students should be
8 viewable only by school employees in a
9 supervisory role or law enforcement officers in the
10 performance of their duties. (85,96,12)

B-63 WORKPLACE ACCOMMODATIONS FOR LACTATING EMPLOYEES

1 The Association believes that all employers must
2 provide lactating employees with appropriate
3 facilities that are safe, clean, and private to
4 express breast milk. Restrooms are not
5 appropriate for this purpose.
6 The Association also believes that employers must
7 provide time to express milk with the duration and
8 frequency to be determined by the nursing mother.
9 (19)

II.4 Exclusivity of the Bargaining Unit

B-64 SUBSTITUTES FOR PROFESSIONAL EMPLOYEES

1 The Association believes that when a professional
2 employee is absent from their classroom or duty,
3 the school entity has the responsibility to fill that
4 professional's role with a qualified substitute.
5 School entities should provide their Local
6 Education Associations with a list of district-
7 approved, certified substitutes for all professional
8 positions.
9 The Association also believes that certified
10 substitutes must be contacted in the absence of all
11 certified professional employees, and educational
12 entities should adopt policies to ensure that there
13 is an adequate pool of substitutes to be contacted.
14 The Association believes that certified retired
15 school employees should be allowed to work as
16 substitutes without any loss in retirement benefits.
17 The Association opposes removing an employee
18 from an assigned classroom or duty when qualified
19 substitutes are not available. The association also
20 opposes disrupting other classes by increasing the
21 number of students in lieu of hiring a substitute.
22 The Association further believes that
23 professionals should be permitted to designate
24 desired substitutes to serve in their absence.
25 (11,19,21)

B-65 PART-TIME, SUBSTITUTE, AND UNEMPLOYED EDUCATORS

1 The Association believes that all certified

2 professional educators are a part of the teaching
3 profession regardless of their employment status.
4 All certified educators must be encouraged to
5 maintain membership in all unified professional
6 organizations.
7 The Association recommends that all substitute
8 teachers be encouraged to attend inservice
9 workshops and be compensated on a per diem
10 basis. Part-time and summer school employees
11 should be paid proportionate salaries and fringe
12 benefits. Substitute employees should be paid at
13 least a per diem rate based on the minimum salary
14 of the school entity in which they are employed
15 and receive proportionate fringe benefits.
16 Substitute teachers who are employed for at least
17 a semester should have the same legal and
18 contractual rights and status as other professional
19 employees in a bargaining unit. The Association
20 believes that long-term substitute teachers who
21 receive a satisfactory rating should be given
22 preference for teaching positions in the district.
23 Substitutes should refrain from taking the place of
24 bargaining unit members during a work stoppage.
25 (80,86,01,09,11)

B-66 SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS

1 The Association believes that school entities
2 should maintain a list of qualified substitutes that
3 must be contacted in the absence of a permanent
4 education support professional so that a full
5 educational support staff operates daily. The
6 Association further believes that retired
7 education support professional employees
8 should be allowed to work as substitutes
9 without any reduction of retirement benefits.
10 The Association believes substitute education
11 support professionals should be encouraged to
12 attend school sponsored in-services and
13 workshops and should be compensated on a per
14 diem basis. Pay rates should be consistent for all
15 substitutes within a job classification. Substitutes
16 should not take the place of bargaining unit
17 members. In the event of an absence, qualified
18 employees with lesser hours will have priority to fill
19 positions with a longer workday. The balance of
20 uncovered hours will be filled by the substitute.
21 Substitute education support professionals who
22 are employed long-term for at least a semester
23 should have the same benefits as other support
24 personnel in the same job classification within the
25 bargaining unit. The Association further believes
26 that long-term substitutes who receive a
27 satisfactory rating should be given preference for
28 permanent vacancies. (02,09,11,19,21)

B-67 JOB SHARING

1 The Association believes that voluntary job sharing
2 has potential benefits in certain circumstances
3 provided that it is not used to eliminate permanent

4 full-time positions, and that proper safeguards,
5 procedures, and benefits are negotiated in the
6 local contract. (84)

B-68 PRIVATIZATION/ OUTSOURCING/ SUBCONTRACTING

1 The Association opposes the privatization of
2 Pennsylvania public schools and the
3 subcontracting of any public-school program or
4 service.
5 The Association also opposes outsourcing,
6 sub-contracting or any attempt to replace, interfere
7 with, or perform the duties of public school
8 employees.
9 Furthermore, the Association believes that any
10 employee who performs work through a private
11 entity has a right to union representation, pension,
12 and negotiated benefits. (95,13)

B-69 INTERN CERTIFICATES

1 The Association opposes the Department of
2 Education's issuing intern certificates which bypass
3 established certification requirements. (86)

B-70 INTERMEDIATE UNITS

1 The Association believes that Intermediate Units
2 should be utilized to provide specialized services to
3 meet the needs of local entities. However, these
4 services should not be used by local school entities
5 to replace existing school programs or staff. These
6 services shall not include legislative liaison or
7 negotiations support to participating districts.
8 The Association believes that negotiated contracts
9 in these intermediate units should provide the
10 same rights and privileges for education
11 employees as those available in the local school
12 districts.
13 The Association believes that candidates for
14 intermediate unit boards should be familiar with the
15 programs offered and that they should show
16 expressed interest in the education of the
17 exceptional child and/or career and technical
18 education. (80,89,97,09,11)

B-71 STUDENT ASSAULT OF SCHOOL EMPLOYEES

1 The Association believes that school employees
2 who have been assaulted by a student shall not be
3 required to be in a position to teach or directly
4 supervise their attacker. The student's schedule
5 and/or placement shall be modified to avoid such
6 conditions. School employees shall not lose any
7 salary or benefits because of an injury resulting
8 from an assault by a student in the performance of
9 their duties. The Association also believes that
10 local associations should negotiate contract
11 language to protect these employee rights.
12 The Association further believes that all assaults
13 committed on school employees shall
14 be reported to local law enforcement. (18)

B-72 DUAL ENROLLMENT

1 The Association believes that Dual Enrollment can
2 be beneficial to students but should not detract
3 from the secondary school experience or be used
4 to replace or reduce courses offered by the
5 student's home district. Students participating in
6 dual enrollment should only be taking college
7 courses that are beyond those offered at their
8 home school or in addition to a full roster of credits.
9 Dual enrollment programs must be collectively
10 bargained and must not subcontract bargaining
11 unit work. (16)

**B-73 CONCURRENT LIVE AND SYNCHRONOUS
VIRTUAL INSTRUCTION**

1 The Association believes that student learning
2 and educator effectiveness suffer when educators
3 and students are required to participate in
4 concurrent live and synchronous virtual instruction.
5 The Association further believes that when a
6 district implements a mix of instructional
7 modalities, educators must have sufficient time,
8 training, and necessary technology in order to
9 effectively implement instruction, and the local
10 association must bargain to ensure resources are
11 available. (21)

II.5 Representation in Process

B-74 PROFESSIONAL CONDITIONS

1 The Association believes that to be an effective
2 educator each professional person must have
3 (1) the right to participate in determining and
4 carrying out school policies,
5 (2) the right to adequate time to plan to teach
6 unhindered by nonprofessional duties,
7 (3) the right to paid released time to participate in
8 professional improvement through conventions,
9 conferences, workshops, inservice programs, and
10 study,
11 (4) the right to paid released time to present
12 testimony before local, state, or national bodies
13 which establish educational policy, and
14 (5) the right to paid released time to serve on local,
15 state, or national educational committees. (87)

**B-75 EDUCATION SUPPORT PROFESSIONALS
CONDITIONS**

1 The Association believes that each education
2 support professional must have
3 (1) the right to participate in determining and
4 implementing school policies,
5 (2) the right to paid released time to
6 participate in in-service activities for skill upgrades,
7 (3) the right to paid released time for presentations
8 to advance the educational process and
9 (4) the right to paid released time to serve on local,
10 state, or national educational committees. (02)

**B-76 SCHOOL FACILITIES, DESIGN,
CONSTRUCTION AND FUNCTION**

1 The Association believes that school facilities must
2 be conducive to teaching and learning. The
3 physical plant must allow for all educational needs.
4 The Association believes that all school facilities
5 must be well constructed, energy-efficient,
6 aesthetically pleasing, accessible, functional, and
7 adaptable to persons with disabilities.
8 The Association further believes all stakeholders
9 should share in making recommendations as to
10 design and function.
11 The Association believes sufficient funding must be
12 provided for the design, construction,
13 maintenance, and operation of all school facilities.
14 (01,07)

B-77 SCHOOL BOARDS

1 The Association believes that local bargaining
2 units should have a non-voting representative on
3 local school boards.
4 The Association believes that the term of school
5 board members should remain at four years.
6 The Association believes that school board
7 members must be advocates for all children and be
8 unencumbered by partisan principles.
9 The Association believes that members of school
10 boards and educational boards of trustees, as well
11 as candidates for each, should be held to the same
12 criminal background clearance requirements as
13 public-school employees. Any offense that would
14 bar a person from public school employment
15 should also prevent a person from serving on a
16 school board or as an educational trustee.
17 (81,87,07,12)

**B-78 HIGHER EDUCATION FACILITIES AND
PROFESSIONAL EMPLOYEES**

1 The Association believes faculty members and
2 professional employees of institutions of higher
3 education should be represented on all pertinent
4 boards, committees, and commissions, dealing
5 with the concerns of their respective institutions.
6 Representatives of the Pennsylvania Higher
7 Education Association (PAHE) should be on the
8 State Board of Education, its council on higher
9 education, and advisory committees. (81,20)

**B-79 APPOINTMENTS TO EDUCATIONAL
POSITIONS**

1 The Association believes that the goal of a quality
2 education for all demands that the criteria for all
3 appointments in the field of education by the
4 governor, secretary of education, state board of
5 education, and boards of local school entities
6 should be based solely on significant
7 accomplishments in the educational community.
8 The Association requests that all such
9 appointments of education officials be made only
10 after screening and approval by a panel of

11 professional educators established by the state or
12 local association. The Association recognizes the
13 policymaking powers of the state board of
14 education, intermediate unit boards, and local
15 boards of education. Such groups must recognize
16 the professional expertise of teachers and provide
17 for meet and discuss sessions on all educational
18 concerns of the Association members. All advisory
19 boards of the policymaking bodies must include
20 teacher representatives directly related to the
21 areas of concern. Representatives should be
22 chosen by the Association from those who are
23 members currently engaged in teaching and active
24 in their professional association. Local meet and
25 discuss units, as mandated by Act 195, must be
26 recognized as a vehicle for members to bring
27 about educational changes at the local level.
28 (81,89,11)

B-80 STRATEGIC PLANNING

1 The Association supports strategic planning. All
2 school entity strategic planning committees must
3 be constituted with a majority of educators elected
4 by the members of the bargaining unit and must
5 provide a variety of opportunities for the entire
6 education community to take part in the process.
7 (93,09)

B-81 SCHOOL ENTITY BUDGETS

1 The Association believes that local association
2 representatives should become involved at all
3 levels of the budget preparation process.
4 The Association further believes that local
5 associations should become monitors of local
6 school entity budgets. (81)

III. To Foster Professional Zeal

C-01 PROFESSIONAL ZEAL

1 The Association believes that all education
2 employees should foster pride in their profession
3 through promoting a positive image and igniting
4 zeal among members.
5 The Association also believes that all members
6 must be made aware of the importance of
7 actively participating in PSEA. (05,12,18)

C-02 MEMBER INPUT

1 The Association believes in the importance of the
2 voice of each member and their opinions with
3 regard to issues, policies, and political actions that
4 are integral to the success of public education. Any
5 statements of opinion expressed by a member
6 shall be accepted, without judgment, and used
7 only to promote the best interests of the
8 Association and public education. (16)

C-03 PROFESSIONAL AUTONOMY

1 The Association believes that educational
2 employees must govern themselves and must

3 establish and enforce standards of certification,
4 practice, ethics, and competence. (81,11)

C-04 PROFESSIONAL Demeanor

1 The Association believes education employees
2 shall maintain a professional demeanor with all
3 students. (08)

C-05 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

1 The Association believes that in order for members
2 of the education profession to practice effectively,
3 competently, and securely, each local association
4 should (1) inform the public and its members about
5 the rights and responsibilities of education
6 employees, (2) promote professional attitudes and
7 understandings by interpreting and implementing
8 an enforceable code of ethics controlled by its
9 members, and (3) protect professional rights by
10 providing a grievance process cooperatively
11 developed by members of the education
12 profession and boards which provide for speedy
13 resolution of grievances.
14 The Association shall work to ensure that no
15 member of the Association may be censured,
16 suspended, or expelled and that none of its local
17 associations or affiliates may be censured,
18 suspended, or disaffiliated without a due process
19 hearing which shall include an appropriate
20 appellate procedure. (80,81,12)

C-06 ETHICS

1 The Association believes in an enforceable code of
2 ethics solely within the internal structure of PSEA.
3 All educators should be made aware of and
4 understand the Code of Ethics.
5 The Association believes that pre-service
6 education instruction should include (1) a broad
7 concept of ethics related to various professions, (2)
8 an understanding of the Code of Ethics of the
9 Education Profession adopted by PSEA, (3) a
10 study of problems common to the teaching
11 profession together with their implication for ethics.
12 The Association urges its affiliates and local
13 associations (1) not to include in any collective
14 bargaining agreement any provision requiring
15 adherence to the code of ethics, (2) to resist efforts
16 to incorporate any provision of the code of ethics in
17 individual teaching contracts or certification laws or
18 regulations, and (3) to otherwise avoid application
19 of the code against their members outside of the
20 Association's disciplinary procedures. PSEA will
21 update local associations and affiliates as to the
22 Association's approved procedure for local
23 associations to initiate enforcement and adherence
24 to the code of ethics, constitution, bylaws, and
25 policies of the profession as a means to address
26 membership discipline problems. (80,81,90,13)

C-07 PROFESSIONAL STANDARDS AND PRACTICES

1 The Association believes that a professional
2 practice is any act in which an educator engages
3 while performing professional duties. It believes a
4 standard is any factor which enables an educator
5 to practice.
6 The Association believes the standards and
7 practices of the teaching profession should be
8 established by practicing teachers.
9 The Association opposes any listing of professional
10 standards and practices for use as an evaluation
11 tool. (81,87)

C-08 PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

1 The Association believes that a legally constituted
2 Professional Standards and Practices Commission
3 should be autonomous and have a majority
4 membership of practicing teachers. Standards and
5 practices of the teaching profession should be
6 established by the Commission. PSEA members
7 who serve on the commission must represent the
8 philosophies and established positions of the
9 Association.
10 The Association believes the Commonwealth of
11 Pennsylvania must provide the necessary funding
12 for the effective operation and staffing of the
13 Professional Standards and Practices
14 Commission. (80,87,88,90,91)

C-09 PEER ASSISTANCE

1 The Association recognizes that peer assistance
2 can be useful in maintaining and enhancing skills
3 and proficiencies of education employees. A peer
4 assistance program must be supportive in nature
5 and developed through the collective bargaining
6 process.
7 The Association believes that the job security and
8 due process rights of all members involved in the
9 program must be protected. (98,08,19)

C-10 PROFESSIONAL EDUCATION

1 The Association believes that standards for entry
2 and practice for the profession should be based
3 upon relevant criteria and must be set by the
4 Professional Standards and Practices
5 Commission. This Commission, in the name of the
6 State, should issue certificates to those who meet
7 the standards set and revoke the certificates of
8 those who do not maintain standards.
9 The Association believes that professional
10 education programs must prepare professional
11 teachers who demonstrate competence in the art
12 and science of teaching.
13 The Association believes that teacher education
14 must be identified as a separate college or school
15 within higher education institutions.
16 The Association believes that Pennsylvania
17 colleges and universities must require labor history

18 and teacher unionism in their teacher preparation
19 programs. The Association believes that education
20 preparation programs must incorporate instruction
21 related to all relevant laws influencing education.
22 The Association supports the assignment of basic
23 education classroom teachers and pupil services
24 personnel as full members of NCATE and
25 Department of Education Programs approval
26 teams. Prospective team members should be
27 provided with an effective training program by the
28 Association. (80,82,83,97,02,04,09,12)

C-11 CERTIFICATION

1 The Association believes that all professional
2 employees must be properly certificated. The use
3 of non-certificated personnel must be prohibited.
4 The Association believes that all laws, regulations,
5 standards, guidelines, and basic education
6 circulars concerning certification must be uniformly
7 and promptly enforced by appropriate legal and
8 professional bodies.
9 The Association believes that the professional
10 certification of all educators, as agreed to by the
11 profession, must be the minimum basis required of
12 all professional employees. The Association
13 believes that only persons with legal certificates
14 should be employed in professional education
15 positions or be employed as daily and/or long-term
16 substitutes. Professional employees who are being
17 considered for furlough or who have been
18 furloughed should be granted a waiver of
19 certification upon request. Teachers in early
20 childhood education, adult education, extension
21 education, part-time, and substitute teaching
22 positions must meet the same professional
23 certification requirements as mandated by the
24 school code. Local associations should maintain a
25 certification data file of their members.
26 An emergency certificate should be granted only
27 for a position where the local association verifies
28 no certificated educator is available in the local
29 school entity. All educators in charter schools,
30 cyber-charter schools, and non-public schools
31 must meet and maintain all certification
32 requirements consistent with those set forth for
33 public school employees. The Association urges
34 teacher education institutions to assure that readily
35 accessible programs in all areas of certification be
36 offered throughout the state. (80,83,97,00,15)

C-12 CAREER AND TECHNICAL EDUCATION CERTIFICATION

1 The Association believes that beginning career
2 and technical teachers should have the opportunity
3 of learning teaching competencies through any
4 recognized teacher education institution. Career
5 and technical teachers should have the same
6 rights as academic teachers to use inservice
7 credits, including related experiences outside the
8 classroom, to gain permanent certification. Special

9 efforts should be made to recruit adequate
10 numbers of qualified, certified career and technical
11 education teachers of both sexes in each needed
12 area of study and to provide qualified career and
13 technical guidance counselors and administrators.
14 The Association believes that the trade
15 competencies of career and technical teachers are
16 related to their trade experiences. It recommends
17 that beginning teachers in trade and industrial
18 education shall have two years of journeyman work
19 experience after the completion of the appropriate
20 number of years of apprenticeship training for a
21 specified trade or industrial area and have
22 satisfactorily completed their trade competency
23 tests before beginning teaching duties.
24 The Association believes that students enrolled in
25 cooperative work experience programs in the
26 various vocational fields should be supervised by
27 teachers certified in those specialized vocational
28 areas. (80,90,01,11,17)

C-13 PER-DIEM EDUCATION EMPLOYEES

1 The Association opposes the employment of per-
2 diem education employees in lieu of hiring
3 contracted bargaining unit members. (14)

C-14 EVALUATION AND PROFESSIONAL GROWTH

1 The Association believes that all education
2 employees have a right to participate in the
3 evaluation of their service. Further, all education
4 employee evaluations must be confidential and be
5 directed toward encouraging professional growth
6 and conducted by properly assigned and
7 certificated administrators or appropriate
8 supervisors.
9 The Association opposes student evaluations of
10 education employees. Furthermore, the
11 Association opposes peer evaluation that would
12 allow an education employee to assume
13 supervisory status over another.
14 The Association opposes the monitoring and/or
15 evaluation of any education employees in their
16 area of employment by anyone other than the
17 appropriate evaluator. Administrators, in order to
18 maintain quality performance, should be evaluated
19 on their effectiveness by their supervising
20 administrator based on a review of observation and
21 practice. (81,82,84,93,94,02,16)

C-15 RATING OF PROFESSIONAL EMPLOYEES

1 The Association believes that the process of
2 selecting the professional employee publicly
3 affirms his/her competence, and the rating of
4 performance must begin with this assumption. A
5 state-mandated form for the rating of professional
6 employees exists. When utilizing the state-
7 mandated form, local associations should establish
8 rigid standards for the use of that form. Should
9 local associations choose to negotiate an alternate
10 rating system which meets the needs of their

11 constituent members, the rating should be only
12 "satisfactory" or "unsatisfactory." Local
13 associations should monitor the use and
14 implementation of rating forms to ensure uniformity
15 and consistency. While there is legal authority to
16 establish and implement a rating system, the
17 legitimacy of any rating process must rest upon the
18 demonstrated competence of the observer/rater.
19 The Association also believes standardized test
20 results should not be used to rate or evaluate the
21 performance of any professional employee or be
22 used to influence any employment action or
23 compensation.
24 The Association opposes the use of subjective
25 methods of rating professional performance for the
26 purpose of setting salaries. (80,81,82,16)

C-16 ACCOUNTABILITY

1 The Association believes that educators can be
2 held accountable only for that portion of the
3 teaching-learning process over which they have
4 complete control. Educator competence cannot be
5 evaluated on the basis of student achievement
6 because of the multiple economic, social, political,
7 psychological, and cultural factors and the
8 limitations of standardized achievement tests.
9 The Association also believes accountability is a
10 shared responsibility by all of the parties involved
11 in the educational community. Legislators,
12 executives, school boards, state commissions,
13 educators, practitioners, parents, and the students
14 all have responsibility for different aspects of the
15 educational system. It is not possible for an
16 effective system of accountability to operate if any
17 of the parties do not meet their responsibilities.
18 The Association believes that performance
19 standards and assessments must not be used as a
20 basis for determining teacher accountability.
21 The Association further believes that there should
22 be no single or statewide accountability system.
23 The Association will resist any attempt to transform
24 assessment results into a national or state testing
25 program that would seek to measure all students,
26 teachers, or school systems by a single standard
27 and thereby impose upon them a single program
28 rather than provide opportunities for multiple
29 programs and objectives. The Association believes
30 that specific behavioral objectives should not be
31 used as course objectives, nor as a basis for
32 determining teacher accountability. (81,01,03,05)

C-17 PROFESSIONAL DEVELOPMENT

1 The Association encourages the continuing
2 professional development of all educators,
3 including certificated substitutes.
4 The Association believes that educators must have
5 a majority voice in determining professional
6 development needs through Association
7 representation on appropriate committees.
8 Educators must have released time to participate

9 in professional self-improvement programs. It must
10 be the responsibility of the school entity and the
11 state to provide for and finance these programs.
12 The Association further believes that these
13 programs must not be required for continuous
14 employment. Professional development must
15 become a part of the local collective bargaining
16 agreement and/or the Act 48 plan/Chapter 14
17 Regulations. Furthermore, the Association believes
18 that retired educators should be exempt from Act
19 48 requirements to maintain their certification.
20 (80,82,83,93,99,01,02,04,19)

C-18 CONTINUING EDUCATIONAL DEVELOPMENT OF EDUCATION SUPPORT PROFESSIONALS

1 The Association encourages the continuing
2 educational development of all education support
3 professionals.
4 The Association believes that education support
5 professionals must have a voice in determining
6 educational development programs which will
7 benefit the school entity. Released time must be
8 granted for participation in such developmental
9 activities. It must be the responsibility of the
10 school entity and the state to finance accredited
11 coursework, workshops or seminars.
12 The Association further believes these programs
13 must not be required for continuous employment
14 and must become a part of the local collective
15 bargaining agreement. (01,03)

C-19 PROGRAM SPECIALIST CERTIFICATES

1 The Association opposes the misuse of program
2 specialist certificates. Local associations should
3 monitor the use of program specialist certificates
4 and should bargain contract language so that
5 legally certificated educators are not replaced, and
6 seniority rights are not circumvented. (85)

C-20 INSERVICE COURSES FOR CREDIT

1 The Association believes that all courses for
2 inservice credits beyond the baccalaureate degree
3 for academic teachers, including related
4 experiences outside the classroom, should be
5 credited towards requirements for an Instructional
6 II/Education Specialist II certificate, Master's
7 Equivalency certificate and/or Act 48.
8 (80,82,96,01,02)

C-21 INDUCTION PROGRAM

1 The Association believes that the local
2 association must take an integral part in the
3 planning, writing, and implementation of the
4 teacher induction program. Mentors should be
5 selected from a voluntary pool of the
6 membership and should be given adequate
7 compensation and released time for their
8 services. The induction program must include
9 the importance of belonging to and actively
10 participating in PSEA. Local Associations

11 must be afforded an opportunity to meet with
12 new hires and present membership materials
13 during new hire orientation and throughout the
14 induction process. (87,96,12,18)

C-22 MENTOR PROGRAMS

1 The Association believes that mentor programs are
2 a means of enhancing the professional expertise of
3 employees and retaining quality educators. The
4 Association also believes that the planning,
5 implementation, and evaluation of such programs
6 must be negotiated and maintained by the school
7 district and the local association.
8 The Association further believes that the duties
9 and responsibilities of all parties must be clearly
10 defined and uniformly administered. Mentors must
11 be selected through a defined process with
12 articulated criteria, be properly educated,
13 compensated, and provided with adequate time to
14 fulfill their responsibilities.
15 The Association believes that any documentation
16 that results from the mentoring process must be
17 confidential and must not be included in the
18 participant's personnel file. The Association also
19 believes that any verbal conversations that result
20 from the mentoring process must also remain
21 confidential. (13)

C-23 STUDENT TEACHING

1 The Association believes that the student teaching
2 experience must be a practical application of the
3 teacher education program with statewide
4 minimum standards. To promote the best
5 candidates, authentic field experience should
6 begin early in the teacher education program.
7 The Association also believes responsibility for the
8 student teaching experience must be shared by
9 schools, teacher preparation institutions, and
10 professional associations, and include the
11 fundamentals of unionism and current issues
12 affecting education professionals.
13 The Association believes that student teachers
14 shall have liability protection through PSEA
15 membership and should be invited to participate in
16 Local, Region, State, and National Association
17 activities.
18 The Association believes that student teachers
19 must comply with all applicable laws and rules and
20 must be under the supervision of an Instructional II
21 certified professional employee. Student teachers
22 must not be used as substitute teachers.
23 The Association supports compensation for
24 teacher candidates participating in the student
25 teaching process. Compensation received should
26 not result in reduction of the student's
27 scholarship/financial aid package. The Association
28 also believes certified professional employees
29 supervising student teachers should receive a per
30 diem rate based on a percentage of the previous
31 year's average teacher salary in Pennsylvania.

32 The Association further believes that no student
33 teacher should be coerced to cross a picket line
34 during a labor dispute and should be provided the
35 opportunity to complete their student teaching
36 through reassignment.
37 The Association believes that student teacher
38 observation, by means of media recording, shall
39 only be used as a resource for the student teacher.
40 The Association also believes that ownership of
41 any such recording resides solely with the student
42 teacher.
43 The Association further believes that any recording
44 may only be viewed by the student teacher, the
45 university liaison, and the supervising teacher
46 upon the receipt of appropriate permissions from
47 all parties involved prior to the media recording.
48 The Association opposes the use of standardized
49 test score results as a means of evaluating student
50 teachers and/or teacher training programs.
51 (80,84,86,88,90,95,12,14,15)

C-24 TEACHER CENTERS

1 The Association recognizes the need for the
2 establishment, organization, development, and
3 operation of teacher centers. The Association
4 believes that there should be at least one federally
5 funded center in each intermediate unit.
6 The Association supports the concept of teacher
7 centers to develop and produce curricula, utilize
8 research findings and provide training. The
9 Association, therefore, will work closely with the
10 U.S. and Pennsylvania Departments of Education
11 to (1) provide full funding, (2) assist in the use of
12 evaluative criteria to judge grant applications, (3)
13 provide statewide service to all interested
14 education employees for professional
15 development, and (4) implement programs
16 designed to help inservice teachers to become
17 more effective in the educational process.
18 (81,84,92,04)

C-25 SITE-BASED DECISION MAKING

1 The Association believes in the value of site-based
2 decision making to improve the quality of education
3 and the work environment. Site-based decision
4 making must be a problem-solving process which
5 involves the voluntary participation of those
6 affected. Employee rights related to site-based
7 decision making must be established through the
8 collective bargaining process. (91,18)

C-26 TEACHER PARAPROFESSIONALS

1 The Association believes that professionals should
2 be provided with paraprofessionals to accomplish
3 nonprofessional duties. Appropriate orientation and
4 training programs should be provided.
5 Paraprofessional staff must not be permitted to
6 perform the duties of professional employees.
7 The Association calls upon its local affiliates to
8 resist efforts by school boards to use employment

9 of such personnel to increase class size. The
10 assignment of such personnel to classroom duty
11 should assure increased opportunities for the
12 teacher to know and to work with students. If it is
13 necessary to supplement pupil services with
14 paraprofessionals, local associations are urged to
15 help in establishing guidelines for employment and
16 in placing these ancillary people under the direct
17 supervision of a certified pupil personnel
18 worker. (81,83,84,85,97,04,14)

C-27 USE OF VOLUNTEERS

1 The Association recognizes the value of volunteers
2 to enhance public education; however, the
3 Association vigorously opposes the use of
4 volunteers to provide services that are traditionally
5 performed by education employees in school
6 entities. (14)

C-28 PARAPROFESSIONALS IN EXCEPTIONAL EDUCATION PROGRAMS

1 The Association believes that paraprofessionals
2 should be required on a full-time basis in each
3 exceptional education class. The Association also
4 supports the utilization of paraprofessionals as a
5 vital nonteaching part of the instructional program
6 in the education of exceptional students in all
7 placement options, including remedial programs.
8 Appropriate orientation and training programs
9 should be provided. (81,83,84,93,97,04)

C-29 COMMUNITY-BASED SERVICE PROVIDERS

1 The Association believes that the school entity
2 must provide inservice training for public school
3 employees regarding the role of community-based
4 service providers including, but not limited to
5 therapeutic support staff.
6 The Association further believes that community-
7 based service providers should not replace,
8 perform, or interfere with the duties of public school
9 employees. (01,07)

C-30 SUPPLY AND DEMAND OF EDUCATORS

1 The Association believes that the Department of
2 Education should make available current statistics
3 of employed professional personnel and vacancies
4 in relation to geographic and instructional areas.
5 (80,82)

C-31 ADMINISTRATORS AND SUPERVISORS

1 The Association believes that appropriate
2 preparation programs should be established for all
3 educators in pupil services, supervision, and
4 administration. Such programs should supply the
5 basic and practical educational experience to
6 blend professional skills with the school setting.
7 Areas of instructional content and experience
8 should include participatory decision making,
9 interpersonal skills, personnel selection, staff
10 evaluation, curriculum, school management

11 techniques, and cultural diversity training.
12 Supervision of candidates should be the joint
13 responsibility of the certified school personnel and
14 the preparing institution.
15 The Association believes that prior to credentialing,
16 all administrators shall have served at least five
17 years in a full-time teaching position and
18 periodically return to the classroom for authentic
19 teaching experiences. Areas of instructional
20 content and experience in the credentialing
21 process should include participatory decision
22 making, interpersonal skills, personnel selection,
23 staff evaluation, curriculum, school management
24 techniques, and cultural diversity training.
25 Administrators must be legally certified. Uncertified
26 personnel shall not rate professional employees.
27 The Association believes that job descriptions of
28 administrators shall be available to all professional
29 employees.
30 The Association and the Department of Education
31 should cooperate to develop relevant certification
32 programs for supervisors and ban the use of
33 nonprescribed and noncertificated administrative
34 titles. A certified principal must be employed full
35 time for each 500 elementary school students. A
36 certified assistant should be added when
37 enrollment exceeds 700 students. (84,95,13)

C-32 PUPIL PERSONNEL SERVICES

1 The Association supports a comprehensive
2 mandated program of pupil personnel services
3 under the supervision and administration of the
4 Pennsylvania Department of Education with ratios
5 of not more than 1:250 for certified
6 counselors, 1:750 for certified school nurses in
7 general school populations with adjustments to
8 safely accommodate students with special health
9 needs and chronic illnesses, 1:125 in student
10 populations with complex health care needs; 1:750
11 for certified home and school visitors, 1:250 for
12 social workers, 1:500-700 for certified psychologists
13 depending on the level of need within the student
14 population, and 1:1800 for certified dental
15 hygienists in each school entity at all instructional
16 levels.
17 The Association believes that career and technical
18 centers should be mandated to have a full-time
19 certificated school nurse on the premises.
20 The Association believes that there should be
21 separate certification for elementary and
22 secondary school counselors. Other supportive
23 services, i.e., attendance, occupational therapy,
24 physical therapy and speech, visual and hearing
25 services should be available to each student who
26 has these special needs. (80,81,82,84,98,00,11)

C-33 HEALTH SERVICES

1 The Association believes that any duplication of
2 health services involving federal and state health
3 programs is unnecessary and an inefficient use of

4 public monies.
5 The Association believes that health services
6 provided by a school entity should not be billed to
7 any health insurance carrier through a third party.
8 School health personnel should decide when
9 examinations for the control of health-related
10 problems are necessary. (80,82,88,89,90)

C-34 STATE-OWNED, STATE-CONTROLLED, AND PRIVATE INSTITUTIONS

1 The Association believes that only certified/
2 licensed education professionals should be
3 employed in educational programs within
4 institutions including, but not limited to hospitals
5 and prisons. (81,15)

C-35 ASSOCIATION MEMBERSHIP

1 The Association believes that all eligible education
2 employees and retirees must be enrolled as
3 members. Non-practicing educators and former
4 employees must be encouraged to maintain their
5 membership.
6 The Association also believes that all students
7 enrolled in a teacher preparation program must be
8 encouraged to join Student PSEA.
9 (80,84,97,11,13)

C-36 SUPPORT OF UNIONS

1 The Association believes in strong unions. The
2 Association supports legislation that:
3 a) Allows employees to form unions by signing
4 cards that would authorize union representation;
5 b) Provides for impasse resolutions; and
6 c) Establishes penalties for violation of employee
7 rights.
8 The Association recognizes and supports the
9 necessity and value of working with other labor
10 unions.
11 The Association supports all unionizing efforts
12 to advance the interest of all workers.
13 The Association believes a strong and
14 energized labor movement is crucial in
15 building and fostering equality within the
16 workplace.
17 The Association strongly opposes any and all
18 anti-union and/or anti-worker legislation, and
19 will always stand in solidarity with all labor
20 movements.
21 The Association opposes any attempts to privatize
22 state run entities such as, but not limited to,
23 correctional facilities and wine and spirits stores.
24 (09,16,23)

C-37 RETIRING/RETIRED MEMBERS

1 The Association believes that retiring/retired
2 members should be encouraged to support and
3 participate in Association activities at state, region,
4 and local levels through membership in PSEA-
5 Retired. (83,95,04)

C-38 USE OF PROFESSIONAL RESOURCES

1 The Association, in implementing programs, shall
2 stress effective and efficient use of its resources
3 and personnel. (80,95)

IV. TO ADVANCE EDUCATIONAL STANDARDS

IV.1 Curriculum and Instruction

D-01 EDUCATORS AND THE EDUCATIONAL PROCESS

1 The Association believes that the individual
2 educator or teams of educators communicating
3 directly with students have the most worthwhile
4 and profound effects upon what and how students
5 learn. The planning of lessons, the defining of
6 specific learning objectives, the selection of
7 materials used to teach those lessons and the
8 techniques of evaluation should be at the
9 discretion of the individual educator.
10 The Association regards endeavors by those
11 outside the classroom to dictate or establish
12 specific techniques, lesson formats, learning
13 objectives, teaching styles, evaluation techniques,
14 or materials as presumptuous.
15 The Association believes that there is no one
16 organizational system of schools, classes, or
17 teaching techniques that is best for all schools,
18 classes, or students. Educators who use different
19 techniques should not be forced to change their
20 styles for the sake of uniformity.
21 The Association opposes any action which seeks
22 to evaluate the competence of educators on the
23 basis of student achievement. (80,81,83,99,00,21)

D-02 SPECIALIST TEACHERS

1 The Association believes that all special subject
2 areas must be mandated for all levels of public
3 education, including special education, and must
4 be taught only by certified specialists in each
5 respective area.
6 The Association also opposes any plans to
7 weaken the curriculum requirements. The
8 Association believes a regular education teacher
9 should not be required to undertake the duties of
10 specialists, educational specialists, and/or itinerant
11 teachers. In addition, specialists, education
12 specialists, and/or itinerants should not be required
13 to undertake the teaching duties of a regular
14 education teacher. A substitute certified in the
15 respective subject area should be employed in the
16 event of the absence of a specialist teacher of any
17 level of education.
18 The Association further believes that the local
19 school entity must provide the additional
20 professional and paraprofessional staff to
21 effectively meet the needs of all students.
22 Supportive services must be made available to
23 assist teachers in designing and implementing
24 programs for all students. Preservice and inservice

25 education must be provided to facilitate the
26 implementation of these programs.
27 (81,92,97,02,03)

D-03 INSTRUCTIONAL SUPPORT TEACHERS

1 The Association believes that the instructional
2 support teachers shall: have a proper teaching
3 certificate, have teaching experience, have
4 membership in the bargaining unit, and have
5 instructional support training. The instructional
6 support program shall have full necessary funding.
7 (93)

D-04 INTELLECTUAL PROPERTY

1 The Association believes that education
2 employees and students should own the
3 copyrights and patents to intellectual property
4 created in the course of their employment or
5 studies. Education employees and students should
6 have all the legal rights that come with such
7 ownership.
8 The Association also believes that any intellectual
9 property created by education employees should
10 not replace or serve as a substitute for the teacher
11 in the delivery of instruction. (12)

D-05 IMPROVEMENT OF CURRICULUM

1 The Association believes that each school entity, in
2 shared responsibility with all educators and the
3 members of the community, including youth, must
4 continuously evaluate its curriculum keeping it ever
5 sensitive to the development of basic skills and to
6 the current and future needs of students.
7 The Association believes that all curriculum
8 development must be designed in collaboration
9 with the classroom teacher and should include
10 concepts deemed important and/or appropriate by
11 practicing educators. Each school entity should
12 have a basic program of curriculum research and
13 development. At least one percent of each school
14 entity budget should be designated for curriculum
15 and instructional improvement.
16 The Association further believes that any decisions
17 relating to the development and/or curtailment of
18 programs should be made with the direct
19 involvement of the profession and enforced by the
20 state department of education. Professional
21 employees involved in curriculum improvement
22 must be granted release time and/or be granted
23 supplemental contracts to do the study, research,
24 and planning to bring about needed improvements.
25 (80,81,90,91,92,97,05)

D-06 IMPROVEMENT OF INSTRUCTION

1 The Association believes that educators through
2 their local education association must take a
3 primary role in designing, implementing, and
4 assessing all instruction.
5 The Association also believes that educators are
6 best suited to develop and deliver appropriate

7 instructional programs that are consistent with
8 state curriculum standards. The Association further
9 believes that direct observation of students and
10 analysis of data by the educators who work with
11 the student must guide instructional decisions
12 without fear of reprisal.
13 The Association believes that, while programs
14 such as focusing on scripted learning or pacing
15 charts can serve as viable frames of reference, it is
16 still incumbent on the teachers who work with the
17 student to evaluate the efficacy of all instructional
18 programs and to modify them when necessary in
19 order to address the needs and facilitate the
20 success of each student.
(80,84,92,96,97,98,99,07,21)

D-07 ENDORSEMENT OF EDUCATIONAL MATERIALS AND SERVICES

1 The role of the Association in the selection of
2 instructional materials should be to provide, upon
3 request, information concerning recommended
4 criteria, standards, and methods of selection of
5 instructional materials. (81,99)

D-08 INSTRUCTIONAL MATERIALS

1 The Association believes that materials must be
2 provided to teach students with all exceptionalities
3 and from diverse representations of culture and
4 points of view to achieve the strategic planning
5 goals of each school entity.
6 The Association further believes that instructional
7 materials and equipment must be provided in
8 sufficient variety and quantity to serve all students.
9 The Association urges its members and staff to
10 serve as a resource to publishers in developing
11 and/or selecting relevant materials for all students.
12 (81,92,95,04, 20)

D-09 SCHOOL LIBRARIES/MEDIA CENTERS

1 The Association believes that a comprehensive
2 library/media program, shall include an integrated
3 instructional curriculum, printed and nonprinted
4 resource materials, and at least one librarian who
5 holds a valid Pennsylvania Library/Media Specialist
6 teaching certificate. This program shall be provided
7 in each elementary and secondary building.
8 Students and classroom teachers must be
9 guaranteed continuous access to library media
10 centers, library media specialists, and information
11 resources. (81,91,17)

D-10 TECHNOLOGICAL TEACHING TOOLS AND THE MEDIA

1 The Association believes that technology and
2 media tools have great potential for assisting and
3 improving classroom instruction and learning. The
4 Association encourages the creative and
5 innovative use of the media and new technologies
6 to improve instruction.
7 The Association believes that all students must

8 become technologically literate from experiences in
9 all curricular areas.
10 The Association believes that these technologies
11 should be utilized only when certificated educators
12 are present to plan, review, monitor, and
13 supplement the instruction.
14 The Association believes that terms and conditions
15 for the creation, ownership, and use of the media
16 and technological tools must be included in local
17 school entity collective bargaining agreements.
18 The Association further believes that no reduction
19 of positions, hours, or compensation should occur
20 as a direct or indirect result of any technology.
21 (98,11)

D-11 STANDARDIZED TESTING

1 The Association believes that standardized
2 assessments must only be used to identify
3 students' educational needs and to improve
4 curriculum.
5 The Association recognizes that reliable and valid
6 standardized tests are only one way to assess a
7 student's level of achievement. These tests shall
8 not be used to compare the educational quality of
9 one school entity or educator to another. No
10 education employee shall be evaluated and/or
11 compensated on the basis of standardized test
12 results.
13 The Association believes that standardized test
14 results must be provided to the local association
15 immediately upon receipt by the school entity, and
16 prior to the release to the general public. (14)

D-12 EARLY CHILDHOOD EDUCATION

1 The Association believes that each child should
2 have the opportunity to participate in pre-
3 kindergarten and/or day care programs having
4 objectives designed for the age and needs of the
5 children enrolled.
6 The Association believes that the responsibility for
7 structured educational offerings should be
8 assigned to the Department of Education and
9 through it to local school entities. Teachers
10 certified in early childhood education, together with
11 necessary paraprofessionals should be employed
12 to conduct such programs. The Association urges
13 the use of state and federal funds in establishing
14 these programs.
15 The Association believes that each school entity
16 be mandated to have a kindergarten program and
17 that each child be required to complete such a
18 program before being enrolled in first grade. No
19 children shall enter kindergarten or first grade
20 unless they are five or six years of age as of
21 September 1, respectively. (80,89,04)

D-13 EDUCATIONAL PROGRAMS FOR ENGLISH LANGUAGE LEARNERS (ELL) AND STUDENTS WITH LIMITED ENGLISH PROFICIENCY (LEP)

1 The Association believes there should be English

2 as a Second Language (ESL) and bilingual
3 education according to educational need. The
4 main goal of these programs should be to achieve
5 English proficiency, as well as provide support in
6 content areas and other disciplines for English
7 Language Learners (ELL) and students with
8 Limited English Proficiency (LEP).
9 The Association believes that educators must be
10 involved in the development and implementation of
11 programs to ensure the successful pursuit of the
12 education of students, regardless of their native
13 language.
14 The Association believes that legislation must
15 provide funds to support English as a Second
16 Language (ESL) and bilingual education programs
17 throughout all levels of the education system.
18 The Association further believes that certified ESL
19 programs should be supported, financially and
20 ideologically, at the state and local levels.
21 (80,87,98,99,04)

D-14 TEACHING OF LITERACY

1 The Association believes all candidates for
2 certification, as well as certified educators should
3 be trained in research-based instructional
4 strategies in the teaching of literacy. The
5 Association strongly encourages the use and
6 application of these strategies at all levels.
7 (81,97,07,18,20)

D-15 SCIENCE EDUCATION

1 The Association believes that the content in
2 science education must be based on scientific
3 theory that incorporates empirically collected
4 evidence and scientific methodology.
5 The Association also believes that
6 Pennsylvania science content and curriculum
7 should coordinate with Next Generation
8 Science Standards. (06,17,18,22)

D-16 ENVIRONMENTAL EDUCATION

1 The Association believes that the nation's priorities
2 must include the protection of our environment. It
3 urges the development and improvement of federal
4 legislation, programs, and appropriations that
5 provide education (a) for use, stewardship, and
6 preservation of a viable environment; (b) to
7 minimize pollution; and (c) to promote an
8 understanding of the effects of climate change
9 and population increase. The Association urges its
10 locals to support appropriate programs in their
11 school systems for grades K through adult
12 education. (81,21)

D-17 THE METRIC SYSTEM

1 The Association advocates the International
2 System of Units (SI metric system) be taught at all
3 educational levels. (81,01)

D-18 COMPREHENSIVE SCHOOL HEALTH EDUCATION PROGRAM

1 The Association believes that health, physical
2 education, family and consumer science teachers,
3 certificated school nurses, counselors, dental
4 hygienists, psychologists, social workers, home
5 and school visitors, and other pertinent support
6 professionals be directly involved at the state and
7 local levels in the development and implementation
8 of a comprehensive program of health instruction
9 to address students' physical, mental, and social
10 well-being (81,88,93,95,97,04,07,16)

D-19 WORLD LANGUAGES EDUCATION

1 The Association supports academic standards on a
2 state level for world languages.
3 The Association believes that world language
4 programs:
5 a) are a vital part of the pre-K through higher
6 educational experience;
7 b) should include age-appropriate
8 communicative activities;
9 c) allow students to be more competitive in the
10 global marketplace; and
11 d) lead to an understanding of cultural
12 differences.
13 The Association recognizes the need for
14 preparation programs for world language teachers
15 and supports teacher and student exchange
16 programs. (08)

D-20 FAMILY AND CONSUMER SCIENCE EDUCATION

1 The Association believes that family and consumer
2 science education programs should be made
3 available to all students to prepare them to
4 manage the challenges of living and working in a
5 diverse global society.
6 The Association also believes that family and
7 consumer science programs must be taught by
8 properly certificated family and consumer science
9 teachers.
10 The Association further believes that these
11 programs should be developmentally appropriate,
12 culturally sensitive, and follow established
13 standards. (06,15,18)

D-21 DRIVER EDUCATION

1 The Association urges that a comprehensive driver
2 education program, K-12, be established in each
3 school district.
4 The Association insists that only properly
5 certificated teachers of driver education be
6 employed to conduct driver education programs.
7 The Association opposes the practice of school
8 districts contracting with private firms for the
9 services of non-certificated instructors for simulator
10 or on-the-road training. (81,10)

D-22 FINANCIAL LITERACY

1 The Association believes that financial literacy is
2 an essential cornerstone of creating fiscally
3 responsible citizens and financial education should
4 be made available to all students. (15)

D-23 CAREER AND TECHNICAL EDUCATION

1 The Association believes that school entities
2 should collaborate with business and industry to
3 prepare students for career and technical
4 occupations.
5 The Association also believes that local community
6 advisory committees for career and technical
7 education should include teachers, support
8 personnel administrators, students, and community
9 representatives to coordinate the planning and
10 development of policies and programs. Education
11 that ensures the opportunity for occupational
12 development and encourages students to consider
13 career and technical programs should be available
14 for and promoted to all students at all levels.
15 Career and technical education should be
16 coordinated and integrated with traditional
17 academic courses and should promote a
18 comprehensive program for the training,
19 advancement, and promotion of all students.
20 (80,84,00,16,18)

D-24 EDUCATIONAL PROGRAMS FOR SCHOOL AGE PARENTS

1 The Association believes that the education of
2 school age parents should not be interrupted and
3 that it is the responsibility of local school boards to
4 ensure that appropriate flexible educational
5 programs are provided. (81,84)

D-25 HIGH SCHOOL GRADUATION COMPETENCY

1 The Association opposes state-mandated
2 graduation assessments. The Association believes
3 that graduation standards, when determined to be
4 appropriate, should be designed by individual
5 school entities. (09)

D-26 COMMUNITY EDUCATION

1 The Association encourages utilization of school
2 facilities for additional services to children and the
3 community outside the regular school day, week,
4 or year.
5 The Association urges its locals to become
6 involved in the promotion, expansion, and
7 implementation of community education programs
8 and provide leadership to deal with community
9 concerns. (81,95)

IV.2 Educational Environment

D-27 EDUCATIONAL LEGISLATION

1 The Association believes that professional
2 educators must be involved in the development
3 and implementation of legislation, regulations,
4 standards and guidelines that define educational
5 policies, and such development and
6 implementation must rely on the expertise of the
7 Association and its members. (80,01,15)

D-28 LEAST RESTRICTIVE ENVIRONMENT/INCLUSION

1 The Association believes the prime consideration
2 in the placement of all students should be the
3 welfare of each student. The Association opposes
4 the exclusive use of any full inclusion model.
5 Given the full continuum of placement options,
6 care must be taken to ensure that no students are
7 adversely affected by the placement of any
8 individual student. Any decision concerning the
9 placement of a student with exceptionalities must
10 be a majority opinion of those participating in the
11 Individualized Educational Plan (IEP) and/or 504
12 Plan team meeting. Furthermore, the education
13 professionals associated with IEP and 504 Plan
14 decisions should be fully informed of necessary
15 accommodations in a timely fashion and provided
16 with appropriate training as necessary.
17 The Association believes that adequate
18 safeguards must be provided for the classroom
19 teacher to ensure that a proper classroom
20 atmosphere be maintained at all times.
21 (80,89,94,12)

D-29 INDIVIDUALS WITH DISABILITIES EDUCATION ACT

1 The Association agrees with the intent of the
2 Individuals with Disabilities Education Act. All
3 school employees and related service providers
4 who work with the student with special needs
5 should have input in the development of the
6 Individualized Education Program (IEP), must have
7 access to the IEP, and must share in the
8 implementation of the IEP. Prior to implementation,
9 all necessary education materials, professional
10 development, and supportive services must be
11 provided. All impacted staff members must have
12 an appeal procedure regarding the implementation
13 of the IEP, especially in terms of student
14 placement. The procedure must include the right to
15 have the dissenting opinion recorded and attached
16 to the IEP. Safeguards must be provided to assure
17 that the Individualized Education Plans will not be
18 used in the evaluation or rating process of any
19 school employee or related service provider.
20 Release time must be provided for IEP in-service
21 education, for writing and maintenance of IEP's,
22 and for conference time. The teacher-pupil ratio
23 must be adjusted to take into consideration the

24 additional time and work necessary to write and
25 implement IEP's. The Association also believes
26 that its members must continually monitor the
27 impact of the IEP process on contract provisions
28 such as preparation time, workday, release time,
29 and other working conditions. Close monitoring of
30 all funds for the development and maintenance of
31 IEP's is essential. (97,98,09)

D-30 STANDARDIZED HEALTH RECORDS

1 The Association supports the use of a
2 standardized health record that provides complete
3 and accurate immunization and other vital health
4 information for each child. (80,83,86,97)

D-31 CLASS SIZE FOR REGULAR EDUCATION STUDENTS

1 The Association believes that class size
2 maximums should be established based on the
3 needs of students, subject area content,
4 physical facilities, and other criteria deemed
5 important. Weighted class size formulas –
6 should be implemented to reflect the inclusion
7 of exceptional students. The Association
8 believes that class size maximums must be
9 established through the bargaining process.
10 The Association further believes that class size
11 should not increase as a result of a school
12 entity's attempt to reduce the number of
13 teaching positions through reduction in force,
14 attrition, and/or lack of substitute teachers.
15 The Association also believes existing rules
16 and regulations concerning reductions of staff
17 and programs must be enforced. (04,19,20)

D-32 CLASS SIZE FOR SPECIAL EDUCATION STUDENTS

1 The Association believes that class size
2 maximums should be established based on the
3 needs of students, subject area content, physical
4 facilities, and other criteria as deemed important to
5 the IEP team. The Association believes that class
6 size maximums should be established through the
7 bargaining process.
8 The Association further believes that class size
9 should not increase as the result of a school
10 entity's attempt to reduce the number of teaching
11 positions through reduction in force and/or attrition.
12 The Association also believes existing rules and
13 regulations concerning reductions of staff and
14 programs must be enforced.
15 The Association further believes in the following
16 special education caseloads and class size
17 maximums:
18 Caseloads, the number of students on a teacher's
19 roster, shall be determined on the basis of
20 maximums allowed and the amount of time
21 required to fulfill the specific individualized
22 programs. However, caseloads shall not exceed
23 the established maximums. The duties assumed

24 as a part of caseload include:
25 Consulting with regular class teachers of
26 exceptional students;
27 Observing exceptional students;
28 Assisting in teaching exceptional students
29 regardless of service delivery location;
30 Assisting in the MDT evaluation;
31 Participating as a member of the IEP team.
32 Individual caseloads shall be determined by the
33 accumulated time allowed for providing the special
34 education services and programs specified on the
35 IEPs of students with exceptionalities. In
36 consideration of time available, a teacher's
37 caseload shall allow for necessary travel time
38 between service delivery locations. For
39 supplemental levels of intervention, in any
40 location other than the regular classroom, the
41 Association believes caseload maximums should
42 be capped at:
43 a. Speech and Language Support 65
44 b. Gifted Support 40
45 c. Learning Support 20
46 d. Life Skills Support 15
47 e. Emotional Support 15
48 f. Deaf/Hearing Impaired Support 15
49 g. Blind/Visually Impaired Support 15
50 h. Physical Support 15
51 i. Autistic Support 10
52 j. Multiple Disabilities Support 10
53 For replacement levels of intervention, in any
54 location other than the regular classroom, the
55 Association believes caseloads maximums
56 should be capped at:
57 a. Speech and Language Support 8
58 b. Gifted Support 20
59 c. Learning Support 15
60 d. Life Skills Support 12
61 e. Emotional Support 10
62 f. Deaf/Hearing Impaired Support 8
63 g. Blind/Visually Impaired Support 8
64 h. Physical Support 8
65 i. Autistic Support 6
66 j. Multiple Disabilities Support 6
67 Caseload for services to students included in the
68 regular education classroom should be capped at
69 a ratio of 1 special education teacher per 12
70 students. Caseload for early intervention
71 occupational, physical, and speech therapy, should
72 be limited to 40 students.
73 The Association believes class sizes, the number
74 of students receiving special education services in
75 a room at any one time, should be capped at:
76 a. Gifted Support 20
77 b. Learning Support 10
78 c. Life Skills Support 8
79 d. Emotional Support 8
80 e. Deaf/Hearing Impaired Support 8
81 f. Blind/Visually Impaired Support 8
82 g. Physical Support 5
83 h. Autistic Support 5

- 84 i. Multiple Disabilities Support 5
- 85 j. Speech and Language Support 4
- 86 The Association believes that deviation by less
- 87 than 25 percent at any one time in any one class is
- 88 permitted as long as overall compliance throughout
- 89 the year deviates by no more than ten percent.
- 90 Deviation must require a written request for a
- 91 waiver justified on educational grounds with notice
- 92 to affected parents and teachers noting their right
- 93 to respond to PDE prior to any decision on waiver.
- 94 The Association further believes that
- 95 paraprofessionals must be mandated for all
- 96 inclusion and special education classes.
- 97 (81,82,00,01)

D-33 SOCIAL PROMOTION

- 1 The Association urges the total school community
- 2 to end the abuse of social promotion and to work
- 3 toward the development of appropriate programs
- 4 to ensure the proper placement and education of
- 5 all students. (09)

D-34 SAFETY IN SCHOOLS

- 1 The Association believes that a primary
- 2 responsibility of school districts is to provide for the
- 3 safety of all students and staff. Policies should be
- 4 developed, with staff input, that require volunteers
- 5 and outside agencies to obtain appropriate
- 6 clearances for the roles and positions they fill that
- 7 are comparable to those required by school
- 8 employees.
- 9 The Association further believes that school
- 10 districts provide volunteers and outside agencies
- 11 with the information necessary to obtain mandated
- 12 clearances. (13,15)

D-35 SCHOOL VIOLENCE

- 1 The Association supports efforts to identify causes
- 2 of school violence at all levels. The Association
- 3 further supports the planning and implementation
- 4 of activities to prevent and/or eliminate violence in
- 5 schools.
- 6 The Association supports educational programs
- 7 that emphasize gun safety and increased
- 8 awareness of the need to keep firearms secured.
- 9 The Association believes that all school entities
- 10 must have an emergency plan that can be
- 11 implemented should a violent act occur.
- 12 The Association believes that all public-school
- 13 personnel must be educated in effective options to
- 14 utilize when faced with a violent or potentially
- 15 violent situation.
- 16 The Association believes that the public must be
- 17 informed about the issue of violence in local school
- 18 entities. The Association believes every community
- 19 must support local school boards in developing
- 20 and implementing alternative programs, providing
- 21 facilities and appropriate personnel, reducing class
- 22 size in order to promote a healthy climate for the
- 23 educational process and to reduce the potential for

- 24 violence in the schools.
- 25 The Association believes all school entities should
- 26 utilize educational employees' input to create clear,
- 27 enforceable discipline codes.
- 28 (80,84,86,98,99,01,13)

D-36 GUN VIOLENCE IN OUR SCHOOLS

- 1 The Association opposes any and all forms of
- 2 violence in our schools and believes that gun
- 3 violence must specifically be addressed as a
- 4 public-health issue and eliminated.
- 5 The Association believes all precautions should be
- 6 considered that have a potential to keep gun
- 7 violence out of our schools and guarantee the
- 8 safety of our schools, staff and students.
- 9 The Association further believes in collaborating
- 10 with any organization, all school officials, every
- 11 law enforcement agency and any level of
- 12 government to end gun violence in our schools.
- 13 (23)

D-37 SUBSTANCE ABUSE/CHEMICAL DEPENDENCY

- 14 The Association encourages local school entities to
- 15 establish drug education programs at the primary,
- 16 intermediate, secondary, and college levels.
- 17 The Association also encourages the appropriate
- 18 training of educational professionals to recognize
- 19 chemical dependent and at-risk students.
- 20 The Association further advocates the use of
- 21 intervention and rehabilitation programs to develop
- 22 and maintain a dependency-free life. (90,97,15)

D-38 FLUORIDATION

- 1 The Association supports community water
- 2 fluoridation, school water fluoridators and fluoride
- 3 supplements as safe and effective procedures for
- 4 reducing the incidence of dental cavities. It further
- 5 supports education of the public and other health
- 6 professionals concerning the importance of the use
- 7 and benefits of fluoride supplements, including
- 8 school-based topical fluoride treatments and
- 9 fluoride mouth rinse and tablet programs. (85)

D-39 SEXUAL ORIENTATION, GENDER IDENTIFICATION, AND GENDER EXPRESSION

- 1 The Association believes that all persons,
- 2 regardless of sexual orientation, gender
- 3 identification, or gender expression should be
- 4 afforded equal opportunity and guaranteed a
- 5 safe and inclusive environment within the public
- 6 education system. The Association also believes
- 7 that every school entity should provide voluntary
- 8 counseling services and programs that are staffed
- 9 by personnel trained to address issues related to
- 10 sexual orientation or gender identity. (16,20)

D-40 EXTRA DUTIES

- 1 The Association believes that the quality and
- 2 continuity of instruction of all students should be a

3 priority. Therefore, educators should not be
4 mandated to perform non-instructional duties or
5 class coverages during instruction and instructional
6 preparation time. All efforts should be made
7 through the collective Bargaining process to
8 safeguard these needs. (86,20)

D-41 CELL PHONES/PERSONAL COMMUNICATION DEVICES

1 The Association believes that schools should
2 develop staff and student guidelines for the
3 appropriate use of cell phones and personal
4 communication devices during the school day.
5 Such guidelines should be age-appropriate and
6 promote respect for privacy, intellectual integrity,
7 and a positive learning environment. (10)

D-42 CONSERVATION

1 The Association supports a serious and continuing
2 societal commitment to the conservation of
3 resources.
4 The Association encourages recycling. It also
5 advocates the use of recyclable, biodegradable,
6 and/or disposable materials which are not
7 environmentally damaging.
8 The Association urges that school officials and
9 resource management officials develop energy
10 distribution plans that would ensure uninterrupted
11 operation.
12 The Association believes the provisions for school
13 construction should be amended to require the
14 incorporation of ecologically conservative climate
15 control systems. (80,90,97)

D-43 ATHLETIC PROGRAMS

1 The Association believes that every student,
2 regardless of gender, should be given an equal
3 opportunity to participate in intramural and/or
4 interscholastic sports. The Association urges that
5 athletic funds for facilities, equipment, and
6 remuneration of staff be equally allocated between
7 female and male programs.
8 The Association urges local school entities to
9 promote healthful attitudes and practices in all
10 athletic programs. The Association believes the
11 Pennsylvania Interscholastic Athletic Association
12 (PIAA) must be accountable to the State Board of
13 Education, but the PIAA should continue to
14 coordinate and direct interscholastic athletics
15 within State Board of Education policies.
16 The Association opposes any “pay for play”
17 program that does not incorporate provisions for
18 economically disadvantaged participants.
19 (81,91,11)

D-44 PERFORMING AND VISUAL ARTS EDUCATION

1 The Association believes that artistic expression is
2 essential to an individual’s intellectual, aesthetic,
3 and social-emotional development. Furthermore,
4 the visual and performing arts transcend cultural

5 barriers, foster multicultural understanding, and
6 promote critical thinking skills.
7 The Association also believes that pre-K
8 through 12 curricula must include a balanced,
9 comprehensive, and sequential program of
10 visual and performing arts instruction for all
11 students taught by educators certified in their
12 respective discipline. All performing and visual
13 arts education must be held in a facility or room
14 designed for that purpose. Resources must be
15 sufficient to maintain and upgrade materials and to
16 provide for emerging technologies. (21)

D-45 PROMOTE THE RETENTION OF EXPERIENCED EDUCATION PROFESSIONALS

1 The Association believes that experienced
2 education professionals are valuable resources
3 in the promotion of educational excellence.
4 Experienced education professionals should be
5 encouraged to remain in or return to the education
6 profession through strategies consistent with
7 Association policies, including enhanced salaries,
8 benefits, professional compensation for additional
9 duties beyond the established school day/year, a
10 supportive and respectful work environment, a
11 reasonable workload, a secure pension, and
12 retirement packages that reward extended years
13 of service. (22)

D-46 EQUAL OPPORTUNITIES THROUGH STEM EDUCATION

1 The Association believes that science technology
2 Engineering and mathematics, STEM, education
3 Provide women and other historically under-
4 Represented groups access to equal opportunities
5 And equitable treatment for employment in STEM
6 Related careers.
7 The Association supports the development and
8 Maintenance of gender-free and culturally
9 Unbiased STEM programs. The Association
10 Encourages the recruitment of women and other
11 Historically underrepresented groups to enroll and
12 Participate actively in STEM courses and/or to
13 Become professionals in those fields. (22)

V. TO PROMOTE A POSITIVE EDUCATIONAL ENVIRONMENT THAT ADDRESSES THE NEEDS OF THE WHOLE STUDENT

V.1 Health and Welfare

E-01 NATIONAL HEALTH CARE

1 The Association believes that access to an
2 affordable comprehensive, national health care
3 program is a right of every citizen.
4 The Association also believes that any national
5 health care program should allow citizens the
6 option to maintain their current health care plan.
7 (91,95,09)

E-02 STUDENT HEALTH SERVICES

1 Health service programs for school-age students
2 should be effectively and efficiently coordinated by
3 properly certificated personnel within the existing
4 school health programs. The school district shall
5 be reimbursed for these services. (16)

E-03 COMPREHENSIVE NUTRITION

1 The Association believes that proper nutrition is
2 essential to student success. School food service
3 programs should be supported by public funds and
4 provided to all students at no cost. Meals and
5 snacks shall be nutritionally balanced, wholesome,
6 and appealing.
7 The Association also believes that all debts
8 accrued by students for school meals must be
9 canceled immediately, that all outstanding
10 debt be paid for by the state, and that no debt
11 ought to accrue in the future. (90,13,22,23)

E-04 STUDENT VACCINATIONS

1 The Association believes that vaccinations are
2 necessary to control and eradicate infectious
3 diseases.
4 The Association further believes that all
5 students must have the required vaccinations in
6 order to attend school.
7 The Association recognizes that students may be
8 exempted from these vaccinations only for
9 religious or documented medical reasons. (15,20)

E-05 PSYCHOLOGICAL SERVICES

1 The services of a psychologist should be available
2 for psychological evaluations of students and for
3 consultations with parents and teachers of children
4 with adjustment difficulties. (16,21)

E-06 CHILD ABUSE AND NEGLECT

1 The Association believes that all children must be
2 protected from physical abuse, emotional abuse,
3 sexual abuse, and neglect committed by adults or
4 children. Policies must be adopted to end abuse
5 and neglect in all school programs.
6 The Association also believes that education
7 employees must be informed of their legal rights
8 and responsibilities related to reporting suspected
9 cases of child abuse and neglect.
10 The Association further believes that districts
11 should provide on-going professional development
12 on the topic of child abuse.
13 (80,81,85,93,95,02,14,15)

E-07 SOCIAL AND EMOTIONAL LEARNING

1 The Association believes that students must learn
2 the social-emotional skills of self-awareness, self-
3 management, social awareness, decision-making,
4 and relationship management.
5 The Association supports the utilization of
6 evidence-based instructional methods and
7 adequate professional staffing including, but not

8 limited to school counselors, social workers,
9 mental health workers, nurses, and psychologists
10 to provide services designed to develop and
11 promote healthy social and emotional skills. (19)

E-08 SCHOOL BUS SAFETY

1 The Association believes that school bus safety
2 must be a top priority for all school districts. The
3 Association also believes overcrowding of school
4 buses represents a danger to all students and that
5 seating must not exceed two students per seat at
6 all grade levels.
7 The Association further believes that all school
8 buses should be equipped with safety restraint
9 systems for all passengers. (19)

E-09 LOCKDOWN DRILLS

1 The Association believes that lockdown drills must
2 not be the only options to address school
3 emergencies.
4 The Association further believes that school
5 entities that plan to use lockdown drill procedures
6 must adopt a comprehensive plan that includes
7 school violence prevention programs, threat
8 assessment, and access to mental health
9 professionals. (19,20)

V.2 Educational Content

E-10 STUDENT RIGHTS AND RESPONSIBILITIES

1 The Association believes that basic student rights
2 include the right to free inquiry and expression; the
3 right to freedom of association; the right to freedom
4 of peaceful assembly and petition; the right to
5 participate in the governance of the school,
6 college, and university; the right to freedom from
7 discrimination; the right to freedom from
8 commercial exploitation; and the right to equal
9 educational opportunity.
10 The Association also believes students have the
11 right to learn without bias, and free from academic
12 tracking based on socioeconomic status, ethnicity,
13 English language proficiency, race, gender,
14 gender identity, and/or special needs.
15 The Association further believes that student rights
16 carry responsibilities. Student responsibilities
17 include regular school attendance, conscientious
18 effort in classroom work, and conformance to
19 school rules and regulations. No student has the
20 right to interfere with the education of other
21 students. It is the responsibility of each student to
22 respect the rights of everyone involved in the
23 educational process. Students have the
24 responsibility to cooperate with all education
25 employees in developing a climate within the
26 school that is conducive to learning.
27 (80,84,98,10,12,20,21)

E-11 CHARTER SCHOOLS/CYBER-CHARTER SCHOOLS

1 The Association believes that any charter/cyber-
2 charter school proposal must directly involve public
3 school employees in the design, implementation,
4 and governance of these schools and programs.
5 Charter/cyber-charter schools must not divert
6 current funds from any public-school programs.
7 Procedures must be in place to adequately
8 safeguard: local association contracts and other
9 employment provisions for all employees; non-
10 discriminatory and equal educational opportunities;
11 staffing and financial responsibilities; compliance
12 with laws, regulations and standards that govern
13 public schools.
14 The Association believes that all public-school
15 students, including charter/cyber-charter school
16 students, must be required to meet the same
17 proficiency requirements on the same state-
18 mandated assessments.
19 The Association also believes that any scores from
20 mandated tests should be attributed only to that
21 charter or cyber-charter school in which the
22 student is enrolled.
23 The Association further believes that charters
24 should be granted for a limited period of time and
25 should serve as labs for field testing and curricular
26 innovations. Renewal of charters should be
27 contingent upon achievement of objectives,
28 missions, goals, and standards required by the
29 Department of Education.
30 The Association believes that charters should be
31 monitored on a continuing basis and be subject to
32 modification or revocation at any time if the
33 students' or the public's interest is at stake.
34 The Association also believes that charter/cyber-
35 charter schools must provide equal access to all
36 students with exceptionalities.
37 The Association believes that legislation pertaining
38 to employment qualifications and evaluations
39 should be uniform for employees of public and
40 charter/cyber-charter schools.
41 (95,02,07,10,11,12,13)

E-12 HOME SCHOOLING

1 The Association believes that home schooling
2 programs based on parental choice do not provide
3 the student with a comprehensive educational
4 experience. When home schooling occurs,
5 students enrolled must meet all state curricular
6 requirements, including the taking and passing of
7 assessments to ensure adequate academic
8 progress.
9 The Association believes that all public-school
10 students, including home schooled students, must
11 be required to meet the same proficiency
12 requirements on the same state-mandated
13 assessments.
14 The Association also believes that any mandated
15 testing scores of home-schooled students should

16 not be attributed to any school district.
17 The Association further believes that when home
18 schooling is a matter of parental preference, all
19 expenses should be borne by the parents. (08,11)

E-13 CAREER AND TECHNICAL EDUCATION

1 The Association believes that Career and
2 Technical Education programs are integral
3 components of public education. The Association
4 also believes that in order for equal educational
5 opportunity to be available for each student of the
6 Commonwealth, career and technical education
7 should be provided for students of every education
8 community. (17)

E-14 STUDENT TRANSFERS

1 The Association opposes all transfers that cause
2 funding disparity, segregation, and/or scholastic or
3 extracurricular elitism. (92,14)

E-15 TRANSFER OF STUDENT RECORDS/PORTFOLIOS

1 The Association believes that to assure proper
2 student placement in any educational system,
3 immediate transfer of the student and his/her
4 records/portfolios is essential.
5 School entities shall ensure proper placement
6 through the use of records/portfolios, placement
7 test and other appropriate information before
8 admission of the student to class. (80,83,95,13)

E-16 REDUCTION IN STUDENT NUMBERS

1 The Association believes that when enrollment
2 declines, school entities should use this
3 opportunity to reduce class size, expand
4 individualized instruction, introduce new courses,
5 increase adult education during the school day,
6 and incorporate day care centers as part of the
7 school program. The Association believes that a
8 reduction in student numbers should not be the
9 reason for curtailment of programs.
10 The Association urges legislation, adoption of
11 school board policies, and development of master
12 contracts which would reduce class size and/or
13 teacher-student ratios.
14 The Association believes that local associations
15 must refrain from negotiating reduction of the
16 number of instructional staff members or program
17 eliminations or sacrificing pupil personnel services
18 in order to settle a contract. (81,83,84,90,01)

E-17 CLASS SIZE

1 The Association believes that small class size will
2 improve student achievement.
3 The Association believes that a maximum class of
4 15 students is appropriate for kindergarten through
5 grade three; a maximum class size of 18 students
6 in grades four and five; and a maximum of 20
7 students in grades six through twelve.
8 The Association believes that resources must be

9 provided to schools and districts serving low-
10 income students to restrict class sizes in the
11 primary grades. (16)

E-18 MANDATORY ATTENDANCE LAWS

1 The Association believes that consistent student
2 attendance in school is vital to academic success.
3 The Association supports reasonable efforts to
4 minimize tardiness, truancy, and other attendance
5 issues. The Association further believes flexible
6 student schedules should be available to afford
7 opportunities for students to attend classes and to
8 be employed part-time in relevant work. Students
9 who have difficulty in the prescribed educational
10 programs should be provided alternative
11 supervised offerings. (81,11,18)

E-19 STUDENT EMPLOYMENT

1 The Association believes that the primary
2 responsibility of school age students is to obtain an
3 education. The Association further believes that
4 student employment should enhance the academic
5 experience and recommends that school entities,
6 in cooperation with the community, ensure
7 compliance with the existing laws and regulations
8 which govern employed students. (93,13)

E-20 SAFETY EDUCATION

1 The Association believes that safety education for
2 all students should be a joint endeavor involving
3 students, parents/guardians, school employees,
4 and the community at large. Comprehensive
5 safety education programs addressing safety
6 issues and concerns should be made available to
7 everyone involved so they may contribute to the
8 protection and well-being of all students. (10)

E-21 ADMINISTRATION OF STANDARDIZED TESTS

1 The Association believes that the method and
2 timing of assessment of students should be
3 determined by each school entity and that at least
4 160 days of instruction must occur prior to the
5 administration of any high stakes testing. (16)

E-22 EDUCATIONAL EQUITY IN PUBLIC EDUCATION

1 The Association believes it is a fundamental
2 responsibility of the Commonwealth to promote a
3 system of equitably distributed resources and
4 support to ensure every student has an equal
5 opportunity for success.
6 The Association also believes in the importance
7 of a school-wide curriculum that fosters respect
8 for diversity, equity, and inclusion. All public
9 schools must include observances, programs,
10 and curricula that accurately portray and
11 recognize the roles, contributions, cultures, and
12 history of diverse groups and individuals.
13 The Association further believes that education
14 must foster a vibrant, pluralistic society that

15 authentically reflects diverse populations and
16 cultural perspectives. (20)

E-23 TECHNICAL TRADE SCHOOL ACCESS

1 **The Association believes that all students**
2 **should have reasonable access to technical**
3 **skills training such as, but not limited to,**
4 **Automotive, Carpentry, Computer Networking,**
5 **Electrical, HVAC, Plumbing, Woodworking, and**
Welding. (23)

V.3 Discipline and Behavior

E-24 BULLYING

1 The Association believes the school environment
2 must be free from all forms of bullying, including
3 but not limited to, physical and psychological
4 bullying and cyber bullying. Bullying is the
5 systemic and chronic infliction of physical hurt
6 and/or psychological distress on one or more
7 individuals.
8 The Association recognizes that bullying can
9 involve and affect all members of the school
10 community. School districts should develop and
11 implement educational programs designed to help
12 all stakeholders recognize, understand, and
13 prevent all forms of bullying. School districts and
14 higher education entities should provide ongoing
15 training, resources and support to all staff
16 regarding the recognition of, prevention of, and
17 responses to bullying. (08,10,12,17)

E-25 DISRUPTIVE BEHAVIOR

1 The Association acknowledges the importance of
2 recognizing individual differences among students
3 that impose unusual stress on the present
4 structure of American education. We believe that
5 this burden must be shared equally by all levels
6 responsible for public education, including
7 education employees, parents, and directors of
8 school districts. The Association urges school
9 districts to employ qualified professional staff to
10 teach and work with disruptive and socially
11 maladjusted students using flexible but appropriate
12 programs and facilities. Guidelines must be
13 established by the profession to identify students
14 who need special approaches or programs.
15 Inservice and/or training programs on various
16 approaches to problems of discipline and violence
17 should be made available.
18 The Association recognizes that there are extreme
19 cases of disruptive students who exceed the
20 standard disciplinary capabilities of public schools.
21 The Association recommends an integrated
22 approach that involves the school entity, social
23 agencies, and families to select alternative school
24 programs and facilities that will best meet student
25 needs.
26 The Association believes that the local bargaining
27 unit should have the right to reflect the concerns of

28 the profession at a student suspension or
29 expulsion hearing. (80,90,04,13)

E-26 RESPONSIBILITY FOR CONDUCT OF STUDENTS TRAVELING TO AND FROM SCHOOL

1 The Association believes that the conduct of
2 students traveling to or from school should be
3 made the legal responsibility of parents/guardians
4 of the students. The school should be required to
5 assume responsibility only during the school day
6 when the student is on school property, utilizing
7 school transportation, and/or participating in a
8 school-sponsored activity. (81,07)

V.4 School

E-27 CORPORAL PUNISHMENT

1 The Association supports the use of non-violent
2 strategies to promote appropriate student
3 behavior.
4 The Association further believes that corporal
5 punishment, or the threat of it, should not be used
6 as a means of disciplining students. (05,14)

E-28 JUVENILE OFFENDERS

1 The Association believes that juvenile offenders
2 adjudicated delinquent by the juvenile justice
3 system and /or placed in detention centers or
4 residential treatment programs should be provided
5 with education programs and other support
6 services that will enable them to become
7 contributing members of society. Juvenile
8 offenders who pose a threat to the health and
9 safety of others and who are not placed in these
10 centers should be provided educational services in
11 an appropriate alternative setting.
12 The Association also supports adequate funding
13 for programs that provide alternatives to
14 incarceration, discourage recidivism, and engage
15 juveniles in positive behavior management
16 activities and community-based rehabilitation that
17 include counseling and community services. (18)

V.5 Special Circumstances

E-29 EDUCATION FOR INDIVIDUALS WITH EXCEPTIONALITIES

1 The Association supports a free and appropriate
2 public education for all individuals with
3 exceptionalities. The Association believes that the
4 educational needs of individuals with
5 exceptionalities should be met to the greatest
6 degree possible, but not to the detriment of others.
7 The Association also believes these individuals
8 must be placed in an environment which best suits
9 their educational needs. Teachers must have
10 control over the development and implementation
11 of these programs.
12 Additionally, the Association believes that school

13 personnel working with individuals with
14 exceptionalities must be provided with ongoing
15 professional development to stay current with
16 legislation and best practices relating to the
17 education of individuals with exceptionalities.
18 The Association further believes that intermediate
19 units must be utilized to provide special services
20 for pre-school children with exceptionalities when
21 these services are not available in a local school
22 entity. (81,15)

E-30 REQUIRED STATE AND LOCAL ASSESSMENTS FOR INDIVIDUALS WITH IEPS

1 The Association believes that the Individualized
2 Educational Plan (IEP) team should dictate which
3 required state and local assessments are deemed
4 appropriate for students with exceptionalities and
5 allow for exclusions and/or alternative forms of
6 assessment.
7 (05,06)

E-31 CHILDREN OF MIGRANT AND MOBILE FAMILIES

1 The Association supports state and federal
2 legislation guaranteeing equal educational
3 opportunities for the children of displaced, migrant,
4 and mobile families. (81,84,17)

E-32 PARENT/TEACHER CONFERENCES

1 The Association believes that parents/guardians of
2 school age children have a responsibility to attend
3 parent-teacher conferences. The Association also
4 believes that individual school districts should
5 strongly encourage parents/guardians to attend
6 these conferences. (10)

E-33 SCHOOL ENVIRONMENT AND DISCIPLINE

1 The Association believes that a safe and
2 supportive environment in which students are
3 treated with dignity is the right of every student.
4 The Association also believes that school entities
5 should promote the study, development and
6 funding of a variety of effective disciplinary
7 procedures.
8 The Association further believes that policies
9 promoting educational processes, which
10 emphasize prevention, effective interventions, and
11 rehabilitation, will decrease the need for out of
12 school suspensions, expulsions, in school arrests,
13 and the practice that is commonly called the
14 school-to-prison pipeline. (17)

E-34 ENVIRONMENTALLY SAFE SCHOOLS

1 The Association believes that all students should
2 be taught in school facilities that have healthy
3 indoor air quality, be safe from environmental and
4 chemical hazards, and be safe from hazardous
5 electromagnetic fields.
6 The Association further believes that it is
7 incumbent on school entities to be forthcoming

8 with information regarding mold infestation and
9 other indoor environmental hazards in school
10 facilities. Periodic independent testing for harmful
11 water and detrimental airborne particles/agents
12 that can affect the health of any individual must be
13 performed by a licensed third-party and publicly
14 reported to all stakeholders. Corrective actions
15 should be completed to eliminate the problems in a
16 timely manner.
17 The Association supports facility designs with the
18 use of RG non-toxic materials that promote healthy
19 indoor air quality through properly designed,
20 installed, and maintained heating, ventilation, and
21 air conditioning (HVAC) systems. (18)

E-35 INDIVIDUAL LEARNING, GROWTH, AND DEVELOPMENT

1 The Association believes that learners grow and
2 develop at different rates and in different ways.
3 Individual learning progresses in a highly complex
4 manner that includes periods of rapid growth and
5 periods of intellectual consolidation.
6 The Association also believes that individuals learn
7 best in caring, challenging, and safe environments
8 that support and engage each learner. Individual
9 students require learning opportunities that are
10 differentiated and responsive to their needs,
11 interests and learning styles.
12 The Association further believes in the use of
13 developmentally appropriate instructional
14 practices. (18)

E-36 PHYSICAL ACTIVITY AND RECESS

1 The Association believes that regular physical
2 activity provides an active form of learning that
3 encourages a healthy lifestyle and promotes
4 physical, mental, and emotional wellness. This
5 physical activity should be provided for all
6 students through physical education classes,
7 recess, and movement activities scheduled
8 throughout the day.
9 The Association also believes that recess allows
10 students to develop interpersonal and problem
11 solving skills and that it is not a substitute for a

12 comprehensive physical education program.
13 The Association further believes that withholding
14 recess should be implemented sparingly. (18)

E-37 MITIGATING STUDENT DEBT

1 The Association believes that the Commonwealth
2 of Pennsylvania must provide financial support for
3 public higher education students. Graduates of
4 Community Colleges, state supported, and state
5 related universities should have access to financial
6 aid that will help eliminate student debt. Graduates
7 from Community Colleges, state supported, and
8 state related institutions of higher education who
9 are employed in the Commonwealth for at least
10 two years should be granted debt and loan
11 forgiveness. (19)

E-38 COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

1 The Association believes that comprehensive
2 school counseling programs, designed and
3 delivered by certified school counselors, contribute
4 to the optimal development of all students,
5 addressing their academic, career, and
6 social/emotional needs throughout their K-12
7 educational experience.
8 The Association believes that school counselors
9 should dedicate at least 80% of their time to direct
10 student services in order for students to receive the
11 most efficient and effective benefits from these
12 services. (21)

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