



Resolutions

2017-2018

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Pittsburgh, Pennsylvania**

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SI 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

A-1 SAFEGUARDING THE RESOLUTIONS PROCESS

1 The Association is committed to (1) developing its
2 policies through a resolutions report prepared by active
3 members by action by the House of Delegates and (2)
4 requiring that its elected officers be accountable for
5 progress and implementation of resolutions. The
6 Association is committed to safeguarding this same
7 process in the NEA.

8 Committees, commissions, departments, and those
9 PSEA members appointed to state boards and commis-
10 sions should be knowledgeable of PSEA resolutions
11 and adhere to the concepts therein. (80,95)

A-2 EDUCATIONAL OPPORTUNITY FOR ALL

1 The Pennsylvania State Education Association
2 believes that public education should be provided from
3 early childhood through adulthood, be suited to the
4 needs of the individual, be nonsegregated, be offered
5 at public expense, and be required through the second-
6 ary school. The individual must be free to choose, to
7 supplement, or to substitute at his own expense educa-
8 tion in privately supported nonpublic schools that meet
9 Pennsylvania Department of Education standards.
10 (81,96)

A-3 ORGANIZATION AND ADMINISTRATION

1 The Association believes that a single state board of
2 education, elected by professionals currently engaged
3 in education, should be the policy-making body for edu-
4 cational programs in Pennsylvania. All educational enti-
5 ties must work to employ and maintain competent and
6 dynamic leadership. Local school districts must be
7 organized into administrative units of sufficient size,
8 resources, and enrollment to ensure broad educational
9 opportunities for all.

10 Governing boards at all levels should be selected on
11 a nonpartisan basis and should understand their role as
12 policymakers. Provisions must be established for pro-
13 fessional educators to work effectively and ethically on
14 questions of school policies and professional condi-
15 tions. (80,87,95)

A-4 FINANCIAL RESPONSIBILITY FOR EDUCATION

1 The Association supports the mandate of the state
2 constitution to the General Assembly to maintain and
3 support a thorough and efficient system of public edu-
4 cation. The public school funding system must address
5 the needs of all public school entities and guarantee
6 educational opportunities and resources for every resi-
7 dent.

8 The Association believes that state and federal
9 mandates affecting public education programs must be
10 fully funded.

11 The Association also believes in a broad-based tax
12 program at the state level and a system of local taxa-
13 tion without referenda.

14 The Association further believes that subsidies to
15 public school entities should be paid in full at the begin-
16 ning of each month.

17 The Association believes that any group or individual
18 that provides education or educational services within
19 Pennsylvania and receives public funds or services
20 directly or indirectly must be required to meet the same
21 state and federal laws, rules, regulations, and man-
22 dates which are applied to all public schools.
23 (80,81,82,86,87,90,94,95,99,06,13)

A-5 EQUITABLE SCHOOL FUNDING

1 The Association supports legislation that creates an
2 education funding formula that would allocate state tax
3 revenues to public schools in a fair, transparent, and
4 equitable manner, as well as provide targeted property
5 tax relief. Any tax relief proposal worthy of considera-
6 tion must address the present and future needs of pub-
7 lic schools and provide sufficient funding to replace any
8 lost property tax revenue.

9 The Association opposes any legislative effort that
10 drains school subsidies from public schools by capping
11 future funding at a rate that does not reflect actual
12 costs. (14)

A-6 FINANCIAL RESPONSIBILITY FOR PUBLIC VOCATIONAL, CAREER, AND TECHNICAL EDUCATION

1 The Association supports legislation that provides
2 increases for the student reimbursement ratio and all
3 recognized programs of public vocational, career, and
4 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-7 PUBLIC HIGHER EDUCATION

1 The Association believes that Pennsylvania must
2 maintain and adequately fund a system of public higher
3 education in order to guarantee that every qualified res-
4 ident will have the opportunity to enroll in public higher
5 education.

6 Tuition for Pennsylvania residents should be elimi-
7 nated at state universities.

8 Each institution should maintain its own identity and
9 admissions program. Admission programs should
10 include an initiative to increase enrollment of minority
11 students. (80,82,83,99,12,13)

A-8 PUBLIC RELATIONS

1 The Association believes the goals of public educa-
2 tion should be promoted through active and positive
3 public relations, highlighting the achievements of both
4 students and education employees. (80,93,00,01,05)

A-9 PROPONENTS OF PUBLIC EDUCATION

1 The Association believes that it must work coopera-
2 tively and collectively with all organizations, coalitions,
3 and agencies whose interests and goals are to pro-
4 mote and improve the quality of public education at all
5 levels.

6 The Association also believes that it must continually
7 work to engage private citizens to actively support pub-
8 lic education. (80,87,88,96,04,11,14)

A-10 OPPONENTS OF PUBLIC EDUCATION

1 The Association must be continually aware of the
2 efforts of those individuals or groups identified as oppo-
3 nents of public education. The Association must make
4 a concerted effort to monitor their activities and dis-
5 seminate regular updates on their goals and activities.
6 (82,88,93,98)

A-11 GOVERNMENTAL COMMUNICATIONS

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

A-12 VOUCHERS AND TAX CREDITS

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

A-13 PUBLIC REFERENDA

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

A-14 SPECIAL EDUCATION FUNDING

1 The Association believes that all special education
2 services should be funded fully by state and federal
3 revenues.

4 The Association further believes that full funding
5 based on the principle of excess cost is the most effec-
6 tive method for delivery of services to special education
7 students within the Commonwealth. (82,89,90,98)

A-15 COMMUNITY COLLEGES

1 The Association believes that a community college
2 education should be available within each county to
3 guarantee that all potential students have the opportu-
4 nity to attend a community college program.

5 Community colleges should maintain separate iden-
6 tities and conduct their separate admissions programs.

7 Community colleges shall continue to follow an open
8 admissions policy and shall not use finances as the
9 reason for limiting the number of students.

10 The Association believes the tuition and/or fees at
11 community colleges for all Pennsylvania residents
12 should be eliminated through adequate state appropri-
13 ations.

14 Community college sponsors should be required to
15 pay their full portion and any federal funds or other
16 financial resources shall be retained by the community
17 colleges as an addition to the normal funding formula.
18 In the event that any community college ends with a
19 surplus at the end of a financial year, such surplus shall
20 be retained for the betterment of the college and its stu-
21 dents.

22 The Association believes that community colleges

23 should provide courses that will assist education
24 employees in obtaining and maintaining certification.

25 The Association believes that full-time community
26 college students should have elected representation
27 with full voting privileges on community college boards
28 of trustees in the Commonwealth of Pennsylvania.
29 (80,85,91,93,98,07,10,11)

A-16 ELIMINATION OF DISCRIMINATION AND STEREO- TYPING

1 The Association believes in the equality of all individ-
2 uals. Discrimination and stereotyping based on such
3 factors as disability, economic status, ethnicity, gender
4 and gender identity, immigration status, marital status,
5 occupation, race, religion, and sexual orientation must
6 be eliminated.

7 The Association believes that equal access to all
8 resources and programs must be available to all indi-
9 viduals.

10 The Association also believes that members must
11 take an active role in promoting tolerance and respect
12 for all individuals in all educational settings. The elimi-
13 nation of discrimination and the practice of stereotyping
14 should only occur through the addition, and not the
15 reduction or deletion, of time and/or programs.

16 The Association believes that the total school cur-
17 riculum should incorporate the positive aspects of
18 human relations. (80,81,83,84,95,00,11,13,16)

A-17 SCHOOL CALENDAR/DAY

1 The Association believes that school calendars must
2 not be legislatively fixed and must be based on local
3 negotiations. The Association also believes that school
4 calendars should be collaboratively designed by the
5 bargaining unit and the school district or designated
6 committee. Professional bargaining unit members
7 must have input into the complete structure of the
8 school day and calendar.

9 The Association also believes that any plan to recov-
10 er state mandated school days lost due to weather
11 emergencies, natural disasters, or other unforeseen
12 circumstances must be negotiated and agreed to by all
13 affected bargaining units.

14 The Association further believes that any increase in
15 the length of school calendar/year beyond the mandat-
16 ed 180-day school year must be accompanied by pro-
17 portional increases in salaries and fringe benefits for all
18 employees. (90,95,97,05,12,14)

A-18 CONSOLIDATION/DE-CONSOLIDATION OF SCHOOL DISTRICTS

1 The Association believes that any proposal advocat-
2 ing for consolidation or de-consolidation of school dis-
3 tricts must originate with and be executed by all local
4 stakeholders as well as adhere to democratic process-
5 es.

6 The Association also believes that if any proposal
7 comes to fruition, all education employees must be
8 maintained and treated equitably, and suffer no demo-
9 tion in position, salary, benefits, protections, or bargain-
10 ing and due process rights.

11 The Association further believes that there must be
12 no reduction in educational programs or offerings.

13 The Association asserts that employees of newly
14 consolidated or de-consolidated districts must maintain

15 membership in local, state and national affiliates.
16 (11,12)

A-19 SCHOOL TRANSPORTATION

1 The Association believes that a school bus is the
2 safest form of transportation and that all eligible stu-
3 dents should be encouraged to ride the bus. All school
4 buses must be owned, operated, and staffed by the
5 local school entity with the best interests of all students
6 being of primary concern. Each bus driver must be
7 assisted by either human and/or mechanical monitors.

8 The Association also believes that all safety require-
9 ments for buses and other vehicles must be stringently
10 enforced and overcrowding prohibited.

11 Student driving privileges should be restricted to
12 cases of need as determined by the school entity.

13 The Association further believes that all aspects of
14 public school transportation should be totally funded by
15 the state. The Association opposes the subcontracting
16 of school transportation services.

17 The Association believes transportation for nonpub-
18 lic school students should not be provided at public
19 expense. (80,81,84,03,10)

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 be
4 implemented in spirit as well as in letter. The
5 Association at state and local levels should cooperate
6 in exposing violations of the "Sunshine Law" as it
7 relates to any governing board. (80,97)

A-21 SERVICES AND SUPPORTS FOR CAREGIVERS

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

A-22 AWARENESS OF LAW IN THE PROFESSION

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

A-23 SEXUAL HARASSMENT

1 The Association believes that school employees and
2 students must be protected from sexual harassment.

3 The Association believes that every school district
4 must develop educational programs designed to aid in
5 the recognition, understanding, prevention and elimina-
6 tion of sexual harassment. The Association believes
7 that every school district must develop strong policies
8 prohibiting sexual harassment.

9 The Association further believes that every school
10 district must develop and publicize procedures regard-
11 ing sexual harassment that facilitate the reporting of
12 incidents of sexual harassment, resolve complaints
13 promptly, and protect the rights of all parties.

14 The Association believes that school districts must

15 provide counseling for students and school employees
16 who are affected by sexual harassment. (15)

A-24 CIVIL RIGHTS

1 The Association is committed to the achievement of
2 a totally integrated society. The Association calls upon
3 all Americans to eliminate all barriers of race, color,
4 national origin, religion, gender, sexual orientation,
5 age, disability, marital status, and economic status that
6 prevent some individuals, adult or juvenile, from exer-
7 cising rights enjoyed by others, including liberties
8 decreed in common law, the Constitution, and statutes
9 of the United States. Civil order and obedience to the
10 law must be ensured without abridgment of human and
11 civil rights. Individuals, adult or juvenile, must be
12 assured a speedy and fair judicial process with free
13 legal counsel for those in need. To be effective citizens,
14 individuals must be trained and aided in developing
15 strategies and expertise that will enable them to oper-
16 ate effectively in a democratic society. (93,09)

A-25 ATTACKS ON HUMAN DIGNITY

1 The Association believes that respect should be
2 shown toward all people and rejects the use of names,
3 symbols, caricatures, emblems, logos, and mascots
4 that promotes prejudice. It also rejects any commer-
5 cialized exploitation that promotes discrimination and
6 undermines human dignity. (99,00)

II. TO PROTECT AND ADVANCE THE INTEREST OF ITS MEMBERS

B-1 DIGNITY AND RESPECT

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

B-2 ACADEMIC, PERSONAL, AND PROFESSIONAL FREEDOM

1 The Association believes that academic, personal,
2 and professional freedom is essential to the well-being
3 of the teaching profession.

4 Academic freedom includes the right of the teacher
5 and learner to present, discuss, and explore controver-
6 sial and divergent points of view in an atmosphere con-
7 ducive to the quest for knowledge and truth. In order to
8 achieve this, procedures must be established which
9 guarantee that the professional staff has the right to
10 select materials, methods, and strategies that it
11 believes to be most appropriate to the curriculum and
12 to the maturity level of the students without censorship
13 or legislative interference. The professional staff must
14 be free to exercise this judgment without fear of institu-
15 tional pressure of reprisal.

16 Challenges on the choice of instructional materials
17 must be orderly and objective, under procedures mutu-
18 ally adopted by professional associations and school
19 boards.

20 Personal freedom includes all of those rights that
21 American citizens enjoy under the U.S. Constitution,
22 regardless of occupation. Educators should not be
23 penalized personally or professionally for exercising
24 their constitutional rights.

25 Professional freedom includes the right of educators
26 to advocate their professional points of view and to
27 evaluate and criticize the policies and actions of the

28 local school entity in which they are employed without
29 fear of reprisal.

30 Educators have the right and obligation to assist col-
31 leagues when their academic, personal, or professional
32 freedom is threatened or violated. (80,88,90,91)

B-3 PROFESSIONAL CONDITIONS

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

B-4 EDUCATION SUPPORT PROFESSIONALS CONDI- TIONS

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

B-5 COLLECTIVE BARGAINING AND GRIEVANCE PRO- CEDURES

1 The Association believes that local associations and
2 policymaking boards must negotiate written master
3 contracts. Such contracts shall result from negotiation
4 in good faith between associations and such boards,
5 through representatives of their choosing, to establish,
6 maintain, protect, and improve terms and conditions for
7 educational service and other matters of mutual con-
8 cern including a provision for financial responsibility.

9 The Association encourages local associations to
10 see that all education employees are guaranteed a
11 realistic opportunity for decisive participation in the
12 establishment of instructional policies. Local associa-
13 tions are encouraged to become familiar with and work
14 to attain contracts consistent with PSEA Collective
15 Bargaining Goals. Procedures for the resolution of
16 impasse must be provided in the master contract with
17 definite steps to appeal the application of interpretation
18 of board policies and agreements. Binding arbitration
19 shall be a part of the grievance procedure.

20 Those representing local associations in the negoti-
21 ation process shall be granted released time without
22 loss of pay.

23 The Association believes that the employment of
24 non-PSEA negotiators is not in the best interest of
25 PSEA members organizationally, financially, or profes-
26 sionally and is, therefore, not encouraged.

27 Faculty and first-level supervisors, in order to pre-
28 serve professional relationships within school staffs,
29 should not be negotiators for boards.

30 The Association encourages new education employ-
31 ees to accept initial employment with those areas or

32 districts where master contracts have been negotiated.

33 Members of the Association should be involved in
34 the development of guidelines for recruitment, appoint-
35 ment, orientation, evaluation, transfer, promotion, and
36 dismissal of all professional personnel.

37 The rights and privileges of all education employees
38 should always be respected regardless of what organi-
39 zation has sole negotiation rights. (80,90,95,97,02)

B-6 PROFESSIONAL SANCTIONS

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

B-7 HEALTHFUL SCHOOL ENVIRONMENT

1 The Association believes that the school environ-
2 ment must be maintained to guarantee optimal health
3 of students and staff. The Association also believes
4 clean air, proper ventilation, appropriate climate control
5 within the building, and clean water are essential to a
6 healthful learning environment.

7 The Association believes that students and staff
8 must be protected from all potentially hazardous sub-
9 stances. The Association urges that standards and
10 safeguards be established and programs for the pre-
11 vention and elimination of health hazards be enacted
12 by the appropriate school governing body after input
13 from the local association.

14 It further urges its affiliates to support state and fed-
15 eral legislation that would set health and safety stan-
16 dards, provide for required inspections to ensure that
17 standards are met, and prescribe penalties for noncom-
18 pliance by school governing bodies.

19 The Association further believes that if contact with
20 hazardous materials is necessary to fulfill an education
21 employee's responsibilities, the employer must provide
22 proper instruction in and assistance with the identifica-
23 tion, correct labeling, proper storage, and safe disposal
24 of potentially hazardous substances. Material Safety
25 Data Sheets, MSDS, must be readily available.
26 (80,85,88,90,95,08)

B-8 SCHOOL FACILITIES, DESIGN, CONSTRUCTION AND FUNCTION

1 The Association believes that school facilities must
2 be conducive to teaching and learning. The physical
3 plant must allow for all educational needs.

4 The Association believes that all school facilities
5 must be well constructed, energy-efficient, aesthetically
6 pleasing, accessible, functional, and adaptable to per-
7 sons with disabilities.

8 The Association further believes all stakeholders
9 should share in making recommendations as to design
10 and function.

11 The Association believes sufficient funding must be
12 provided for the design, construction, maintenance,
13 and operation of all school facilities. (01,07)

B-9 POLITICAL ACTION

1 The Association reaffirms the constitutional right and
2 obligation of all education employees, individually
3 and/or collectively, to participate in all aspects of the
4 democratic political process and encourages all educa-

5 tion employees, to actively do so. The Association must
6 resist any efforts to deny or suppress the exercise of
7 those rights. The Association should assist local asso-
8 ciations in bringing action against any policymaking
9 board which abrogates the political rights of education
10 employees. Provisions should be made to enable edu-
11 cation employees to serve in any public office without
12 personal loss and/or curtailment of annual increments,
13 tenure, retirement, fringe benefits, or seniority rights.

14 The Association endorses PSEA-PACE, the PSEA
15 political action committee, and strongly urges members
16 and friends of education to support it through individual
17 involvement and contributions.

18 The Association opposes legislation that would uni-
19 formly impose expenditure limits without regard to PAC
20 size. (80,87,95,07,09)

B-10 PSEA - POLITICAL ACTION COMMITTEE FOR EDUCATION (PACE)

1 The Association encourages its members to partici-
2 pate in the process of reviewing and recommending
3 candidates for political office and strongly encourages
4 all members and friends of education to support all rec-
5 ommended candidates.

6 The Association also believes that members should
7 be allowed to contribute to PACE through payroll
8 deduction.

9 The Association opposes legislation that would uni-
10 formly impose expenditure limits without regard to the
11 size of a political action committee (PAC). (11,12)

B-11 PAYROLL DEDUCTION

1 The Association believes that payroll deduction is
2 an essential right of all public employees that should be
3 guaranteed by law. The Association also believes that
4 all local associations should adopt contract language
5 that guarantees the right to have payroll deduction.
6 The Association opposes any effort to limit the right to
7 payroll deduction for professional association dues, fair
8 share contributions, and PSEA/NEA Political Action
9 Committee contributions.

10 The Association also opposes all attempts to limit
11 this right through the imposition of fees or surcharges.
12 (12,13)

B-12 SCHOOL BOARDS

1 The Association believes that local bargaining units
2 should have a non-voting representative on local
3 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 mem-
7 bers must be advocates for all children and be unen-
8 cumbered by partisan principles.

9 The Association believes that members of school
10 boards and educational boards of trustees, as well as
11 candidates for each, should be held to the same crimi-
12 nal background clearance requirements as public
13 school employees. Any offense that would bar a per-
14 son from public school employment should also pre-
15 vent a person from serving on a school board or as an
16 educational trustee. (81,87,07,12)

B-13 TENURE

1 The Association believes that all certificated educa-

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

B-14 JUST CAUSE

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

B-15 SENIORITY: REDUCTION IN FORCE AND RECALL

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

B-16 PUBLIC EMPLOYEE RELATIONS ACTS

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

8 It also believes that legislation is needed to: (1)
9 expand items mandated as negotiable to include edu-
10 cational matters relating to curriculum and school pro-
11 grams and (2) give all education employees, other than
12 the chief educational administrator and other commis-
13 sioned officers, but specifically including all other
14 administrators, supervisors, and special service per-
15 sonnel, the right to collective negotiations with the
16 board of school directors or of trustees in bargaining
17 units whose inclusiveness is determined by the total
18 education employees involved.

19 The Association supports passage of a strong feder-
20 al collective bargaining law for education employees.
21 (80,81,93,95,96,04,08)

B-17 STRIKES IN SCHOOL ENTITIES

1 The Association believes that the right to strike is a
2 fundamental right of all education employees which
3 must be preserved by law. The Association further
4 believes that a strike is an appropriate method of facil-
5 itating the resolution of an impasse.

6 The Association believes that the method of striking
7 used by the local association shall be decided at the
8 local level.

9 The Association believes that in the event of a strike
10 by employees of a school district, all activities, includ-
11 ing extracurricular and cocurricular, should cease.

12 The Association believes that substitutes and per-
13 sonnel outside the bargaining unit should not be used
14 to take the place of bargaining unit members during a
15 work stoppage. It further believes that videos, comput-
16 er programs and other technical devices should not be
17 used to replace any education employee during a
18 strike.

19 The Association believes that strikebreaking is an

20 unprofessional act which jeopardizes the bargaining
21 process, and therefore, strikebreakers will be subject to
22 member discipline.

23 The Association believes that vocational-technical
24 and special education students should not be returned
25 to sending school districts during vocational-technical
26 or intermediate unit association strikes.

27 The Association believes that no education employ-
28 ees should be compelled to cross the picket lines of
29 bargaining units in other districts.

30 The Association believes that binding arbitration is
31 only acceptable when mutually agreed to by both par-
32 ties in the negotiating process.
33 (80,86,90,94,96,97,00,07,08)

B-18 FAIR SHARE

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

B-19 PROTECTION OF EDUCATION EMPLOYEES

1 The safety of all school employees must be guaran-
2 teed by procedures that eliminate from all schools
3 firearms and other weapons carried by unauthorized
4 persons. The Association insists upon the enactment
5 and enforcement of laws and the development of poli-
6 cies and procedures to guarantee the safety of educa-
7 tion employees from physical attacks on their persons
8 or property.

9 The Association believes any form of verbal, elec-
10 tronic, or written abuse of education employees is inap-
11 propriate. Therefore, guidelines for dealing with verbal
12 abuse must be developed and appropriate action must
13 be taken for all cases of abuse. The Association further
14 believes that all education employees should receive
15 adequate training in order to deal with any form of
16 abuse as well as physical assaults, and crisis manage-
17 ment.

18 The Association believes that proper procedures,
19 based on medical and scientific research and recom-
20 mendations, must be adopted and enforced to protect
21 education employees from infectious diseases in the
22 school setting. (81,87,93,95,97,99,02)

B-20 SCHOOL SECURITY

1 The Association believes that school entities have a
2 responsibility to hire trained security personnel to per-
3 form all duties related to screening, search, and
4 seizure of firearms, other weapons, and contraband
5 upon student or public entry into a school building.

6 Furthermore, the Association believes that such
7 duties present a potential hazard to the health and well-
8 being of education professionals, and they must not be
9 required of anyone not specifically hired to perform
10 these duties. (13)

B-21 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 his/her
4 former position in the school entity upon exoneration or
5 dismissal of charges.

6 The school entity should compensate the employee
7 for legal expenses for school related charges, loss of
8 pay, incidentals, benefits, and privileges as if continu-
9 ously employed.

10 The Association further believes that no employee
11 should be compelled to disclose any prior arrest for any
12 crime of which the employee has been acquitted, for
13 which sufficient time has passed for such records to be
14 expunged, or for which charges have been dismissed.
15 (83,12)

B-22 SUBSTITUTES FOR PROFESSIONAL POSITIONS

1 The Association believes that school entities should
2 provide their Local Education Associations with a list of
3 district approved, certified substitutes for all profession-
4 al positions.

5 The Association believes that certified substitutes
6 must be contacted in the absence of all certified profes-
7 sional employees.

8 Furthermore, the Association believes that profes-
9 sionals should be permitted to designate desired sub-
10 stitutes to serve in their absence. (11)

B-23 PART-TIME, SUBSTITUTE, AND UNEMPLOYED EDUCATORS

1 The Association believes that all certified profession-
2 al educators are a part of the teaching profession
3 regardless of their employment status. All certified edu-
4 cators must be encouraged to maintain membership in
5 all unified professional organizations.

6 The Association recommends that all substitute
7 teachers be encouraged to attend inservice workshops
8 and be compensated on a per diem basis.

9 Part-time and summer school employees should be
10 paid proportionate salaries and fringe benefits.

11 Substitute employees should be paid at least a per
12 diem rate based on the minimum salary of the school
13 entity in which they are employed and receive propor-
14 tionate fringe benefits.

15 Substitute teachers who are employed for at least a
16 semester should have the same legal and contractual
17 rights and status as other professional employees in a
18 bargaining unit. The Association believes that long-
19 term substitute teachers who receive a satisfactory rat-
20 ing should be given preference for teaching positions in
21 the district.

22 Substitutes should refrain from taking the place of
23 bargaining unit members during a work stoppage.
24 (80,86,01,09,11)

B-24 SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS

1 The Association believes that school entities should
2 maintain a list of qualified substitutes that must be con-
3 tacted in the absence of a permanent education support
4 professional so that a full educational support staff
5 operates daily. The Association believes substitute
6 education support professionals should be encouraged
7 to attend school sponsored inservices and workshops
8 and should be compensated on a per diem basis. Pay
9 rates should be consistent for all substitutes within a
10 job classification. Substitutes should not take the place
11 of bargaining unit members.

12 Substitute education support professionals who are
13 employed long-term for at least a semester should

14 have the same benefits as other support personnel in
15 the same job classification within the bargaining unit.
16 The Association further believes that long-term sub-
17 stitutes who receive a satisfactory rating should be
18 given preference for permanent vacancies. (02,09,11)

B-25 CONFIDENTIAL INFORMATION

1 The Association believes personal information given
2 to any education employee by students in confidence
3 should be legally privileged, except in circumstances
4 where maintaining confidence may jeopardize the
5 health, safety, or welfare of that student or any other
6 individual. (80,97,11)

B-26 ACCESS TO PERSONAL INFORMATION

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

B-27 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 policy
3 and to employ certificated school nurses to administer
4 medication and to render medical services. While
5 medication administration at school may facilitate the
6 education of students, school personnel must be aware
7 that medication must be administered only by licensed
8 medical personnel.

9 The physician, parent, legal guardian, or the eman-
10 cipated minor are responsible for the medication,
11 including the dosage and administration. A written med-
12 ication policy shall be supplied to the school nurse,
13 physician, parent, student and all other school person-
14 nel. The written medication policy must be included in
15 the job description of the school nurse. Procedures for
16 administration of medication and medical services are
17 necessary and must provide that:

18 a) Only certificated school nurses be required to
19 administer medication or provide medical services.

20 b) A physician's written verification of need for med-
21 ication is required.

22 c) Written permission of the parent or guardian is
23 required.

24 d) The medication must be delivered to school by
25 the parent or other responsible adult in the original con-
26 tainer, properly labeled with name and strength of the
27 medication, name of patient, name of physician, date of
28 original prescription, and direction for usage.

29 e) The initial dose of medication shall not be given at
30 school except in life-threatening situations.

31 f) Medication dispensed must be recorded on a
32 medication log, which includes date, time, and identifi-
33 cation of the person giving the medication.

34 g) Safe storage for medication must be provided.

35 h) The policy must permit the school nurse to refuse
36 to administer medication based on medical judgment
37 and protection of liability.

38 i) The individual education plan (IEP) of the special
39 education student and the individual health plan (IHP)
40 of the protected challenged student must provide for
41 the administration of prescribed medication by the cer-
42 tificated school nurse.

43 The Association supports legislation that would pro-
44 tect school personnel from all liability when the adopted

45 procedure is followed. In addition, school personnel
46 have the right to refuse without fear of disciplinary
47 repercussions to administer medication and/or medical
48 services for which they believe they are unqualified to
49 administer or when proper equipment has not been
50 provided. Medical personnel must be properly trained
51 prior to performing the medical services in question.
52 (80,84,99)

B-28 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 must be
5 directed by certificated school nurses. Health assis-
6 tants/health aides must not be asked to perform the
7 duties of certificated school nurses and must be provid-
8 ed with appropriate orientation and training.

9 The Association vigorously opposes the use of any
10 unlicensed personnel to be included in the administra-
11 tion of medication or other medical services. (00)

B-29 INVASION OF PRIVACY

1 The Association believes that every individual has a
2 right to privacy. The Association opposes indiscriminate
3 or monitoring of citizens or groups or their communica-
4 tion by private and public agencies including school
5 authorities.

6 The Association condemns the use of personal infor-
7 mation gathered and stored and the exchange of such
8 information without explicit release from the person or
9 persons involved.

10 The Association believes that electronic surveillance
11 should not be used as a method of monitoring or eval-
12 uating job performance. Furthermore, the Association
13 believes that when in operation all surveillance equip-
14 ment should be clearly visible in order to maintain a
15 reasonable expectation of privacy. (98,06)

B-30 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 a
5 party. (08)

B-31 SOCIAL NETWORKING

1 The Association recognizes the value of social net-
2 working. Adequate training in social networking should
3 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-32 EMPLOYEE PERSONAL ASSISTANCE PROGRAMS (EPAP)

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

B-33 DRUG TESTING

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

B-34 HUMAN IMMUNODEFICIENCY VIRUS (HIV)/ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS)

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

B-35 HEALTH CARE

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

B-36 STATEWIDE HEALTH CARE PLAN

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

B-37 USE OF RECORDING DEVICES

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

B-38 STAFF RESPONSIBILITIES/STUDENT USE OF TECHNOLOGY

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

B-39 STANDARD APPLICATION FORMS

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

B-40 RESIDENCY REQUIREMENTS

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

B-41 NONDISCRIMINATORY PERSONNEL POLICIES/AFFIRMATIVE ACTION

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

B-42 PERSONNEL FILES

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

B-43 PROFESSIONAL COMPENSATION

1 The Association believes that all professional educa-
2 tion employees should be fairly and reasonably com-
3 pensated. Salary schedules, as well as hourly wage
4 tables, should be based on certification, degrees, pro-
5 fessional development, experience, responsibility, and
6 length of contract year.
7 Professional employees should have mandated
8 salary schedules and/or hourly wage tables with auto-
9 matic annual increments.
10 All educators must be paid on a pro rata salary for
11 service beyond the mandated 180-day school term.
12 All educators transferring between school districts
13 and intermediate units or career and technical centers
14 should be granted full credit for professional experi-
15 ence in the matter of salaries and fringe benefits in

16 accordance with the employing school entity's contract.
17 The Association believes that all credits beyond the
18 baccalaureate degree including graduate, undergradu-
19 ate, inservice classes, and related experiences outside
20 of the classroom should be used to determine master's
21 equivalency and/or placement on the salary schedule.
22 In addition to collectively bargained wages, the
23 Association believes that hourly education employees
24 should receive increases proportional to any increases
25 in the minimum wage. (81,90,00,06,11,15)

B-44 CLEARANCES

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

B-45 MERIT PAY

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

B-46 WORKERS COMPENSATION

1 The Association believes that all education employ-
2 ees who are injured in the workplace or while perform-
3 ing their contractual duties should maintain all legal and
4 contractual rights and benefits until medically cleared
5 to return to work.

6 Furthermore, the Association believes that all educa-
7 tion employees shall be informed of the available enti-
8 tlements under workers compensation insurance as
9 required by law. (07)

B-47 JOB SHARING

1 The Association believes that voluntary job sharing
2 has potential benefits in certain circumstances provid-
3 ed that it is not used to eliminate permanent full-time
4 positions, and that proper safeguards, procedures, and
5 benefits are negotiated in the local contract. (84)

B-48 RELEASED TIME FOR RELIGIOUS OBSERVANCE

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

B-49 LEAVES OF ABSENCE

1 The Association supports legislation designed to (1)
2 provide each education employee with at least three
3 days leave each year for personal reasons without loss
4 of pay, (2) provide for transfer of all accumulated
5 unused sick leave from one district or institution to
6 another, (3) provide that sabbatical leave in the school
7 code be considered as minimum and allow for split sab-
8 baticals, (4) provide child bearing and child care leaves
9 of sufficient length, and (5) provide that education
10 employees have the right to leave with or without pay
11 when such persons do not qualify for sabbatical leave.

12 Education employees who receive leaves shall
13 retain their rights to their positions and seniority.

14 Sick leave must be based proportionally on the num-
15 ber of days employed per year. (80,89,96,97)

B-50 SABBATICAL LEAVES

1 The Association believes that sabbatical leaves for
2 professional employees are an important and neces-

3 sary means for improving and maintaining educational
4 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 requirements
10 for sabbatical leaves. (96,97)

B-51 BEREAVEMENT LEAVE

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

B-52 MILITARY LEAVE

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

B-53 PRIVATIZATION/OUTSOURCING/SUBCONTRACTING

1 The Association opposes the privatization of
2 Pennsylvania public schools and the subcontracting of
3 any public school program or service.

4 The Association also opposes outsourcing, sub-con-
5 tracting or any attempt to replace, interfere with, or per-
6 form the duties of public school employees.

7 Furthermore, the Association believes that any
8 employee who performs work through a private entity
9 has a right to union representation, pension, and nego-
10 tiated benefits. (95,13)

B-54 EMPLOYEE BENEFIT PLANS

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

B-55 EXTENSION OF BENEFIT

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

B-56 TRANSFERS WITHIN AND BETWEEN ENTITIES

1 The Association believes that when a group of stu-
2 dents is transferred between a school district and an
3 intermediate unit or area vocational-technical school,
4 the education employee presently employed with that
5 group should be guaranteed the option to retain the
6 position in the sending school in an area of certification
7 or job classification. In each case the education
8 employee's salary and fringe benefits should be main-
9 tained or increased as the situation warrants.

10 The Association also supports the concept that it is
11 the inherent prerogative of all education employees to
12 exercise their rights of seniority and transfer within the
13 school entity. (81,98,99)

B-57 THE ECONOMY

1 The Association is opposed to the imposition of any

4 wage controls which freeze public employees in an
5 inferior economic position, the elimination of programs
6 that guarantee social and economic justice for the
7 American people, and any anti-inflation program that
8 contemplates increasing unemployment as a remedy.
9 (81,86,90)

B-58 TAXATION OF BENEFITS

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

B-59 TAX DEDUCTIONS FOR PROFESSIONAL EXPENSES

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

B-60 DEFINED BENEFIT PLAN

1 The Association believes a defined benefit pension
2 plan must be maintained. The Association opposes
3 any effort to convert to a defined contribution pension
4 plan. The Association also opposes the creation of a
5 two-tiered retirement benefit plan.

6 The Association further believes that all rights and
7 benefits of retirees participating in Pennsylvania public
8 employees' retirement systems must be maintained
9 and guaranteed.

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

B-61 RETIREMENT

1 The Association believes that public school employ-
2 ees should have the option of full retirement after 25
3 years of service at any age without penalty. The
4 Association also urges its local affiliates to negotiate
5 early retirement incentives in their local school entities
6 in order to secure benefits that would make full retire-
7 ment with 25 years of service a viable option. Until this
8 goal is met, the Association should work to make the 30
9 and out retirement option permanent.

10 The Association believes that benefits paid to retired
11 public school employees must automatically increase
12 annually in proportion to the cost of living and recom-
13 mends substantially increasing the supplemental state
14 annuity minimum. The Association also believes that
15 future cost-of-living increases should be applicable to
16 the beneficiaries of the annuitants.

17 The Association recommends legislation which
18 would allow vesting after five years of service.

19 The Association believes the members of the retire-
20 ment system should be permitted to change the chosen
21 retirement option at any time within one year after the
22 original choice of option.

23 The Association recommends that members of the
24 retirement system be permitted to use all earned sick
25 leave accumulated prior to the effective date of retire-
26 ment or to use such earned sick leave for additional

27 retirement credit, and to use any and all income earned
28 from a school entity for the computation of retirement
29 benefits.

30 The Association believes that paid family health
31 insurance should be provided for all retirees.

32 The Association believes that public school employ-
33 ees should have the right to purchase private or
34 Pennsylvania non-public school service retirement
35 credit in accordance with the existing provisions for
46 purchasing out-of-state service.

47 The Association supports safeguards for the retire-
48 ment system that prevent misuse of assets and guar-
49 antees full funding.

50 The Association believes that vocational-technical
51 educators should have the right to purchase retirement
52 credit for certain prior work experience in their area of
53 specialization.

54 The Association believes that school nurses should
55 have the right to purchase for retirement purposes the
56 one-year general nursing experience prerequisite for
57 certification.

58 The Association supports the elimination of fraction-
59 al years of credited service which have resulted from a
60 work stoppage by utilizing any days worked beyond
61 180 in subsequent years to offset lost days.

62 The Association believes that age should not be a
63 factor in determining the continued employment of pub-
64 lic school employees.

65 The Association recommends that the office practice
66 of the Public School Employees' Retirement System be
67 improved regularly to guarantee the most efficient and
68 timely service to all members.

69 The Association believes the PSERS Board of
70 Trustees should have the right of access to independ-
71 ent counsel.

72 The Association believes that an annual statement
73 of the status of experience of the retirement fund
74 should be prepared at the conclusion of each fiscal
75 year and made available upon request to any member
76 of the retirement system. (80,81,82,83,86,87,88,90,
77 94,97,98,09)

B-62 RETIREMENT SYSTEM FUNDING

1 The Association supports safeguards that (1) pre-
2 vent any misuse of assets and (2) guarantee full fund-
3 ing for the retirement system.

4 The Association believes the Commonwealth as well
5 as other contributors of the Public School Employees'
6 Retirement System should be required to submit pay-
7 ments on a current basis and that a penalty and legal
8 means should be used to ensure compliance.

9 The Association believes that the employee contri-
10 bution to the Public School Employees' Retirement
11 System should never exceed the percentage paid by
12 the employer or the state.

13 The Association supports federal legislation provid-
14 ing for the deduction of mandatory employee contribu-
15 tions from taxable income with the tax on such contri-
16 butions deferred until after retirement. (98,02,05,07,09)

B-63 SCHOOL ENTITY BUDGETS

1 The Association believes that local association rep-
2 resentatives should become involved at all levels of the
3 budget preparation process.

4 The Association further believes that local associa-

5 tions should become monitors of local school entity
6 budgets. (81)

B-64 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 serv-
4 ices should not be used by local school entities to
5 replace existing school programs or staff. These serv-
6 ices shall not include legislative liaison or negotiations
7 support to participating districts.

8 The Association believes that negotiated contracts in
9 these intermediate units should provide the same rights
10 and privileges for education employees as those avail-
11 able in the local school districts.

12 The Association believes that candidates for inter-
13 mediate unit boards should be familiar with the pro-
14 grams offered and that they should show expressed
15 interest in the education of the exceptional child and/or
16 career and technical education. (80,89,97,09,11)

B-65 CAREER AND TECHNICAL CENTERS

1 The Association believes that in order for equal edu-
2 cational opportunity to be available for each student of
3 the Commonwealth, vocational-technical education
4 should be provided for students of every education
5 community.

6 The Association should become more involved in the
7 career and technical centers of the Commonwealth.

8 The Association believes that local community advi-
9 sory committees for career and technical education
10 must be given greater responsibilities for program
11 development.

12 The Association further believes that teachers, sup-
13 port personnel, administrators, students, and represen-
14 tatives of the community should be included on adviso-
15 ry committees at the local level to coordinate the plan-
16 ning and developing of regulations, standards, policies,
17 programs for career and technical education.
18 (80,99,11)

B-66 HIGHER EDUCATION FACULTIES

1 The Association believes the professional employ-
2 ees of institutions of higher education should be repre-
3 sented on all boards, committees, and commissions,
4 dealing with the concerns of higher education teaching
5 personnel. Representatives of the higher education
6 association should be on the State Board of Education,
7 its council on higher education, and advisory commit-
8 tees. (81)

B-67 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 governor,
4 secretary of education, state board of education, and
5 boards of local school entities should be based solely
6 on significant accomplishments in the educational com-
7 munity.

8 The Association requests that all such appointments
9 of education officials be made only after screening and
6 approval by a panel of professional educators estab-
7 lished by the state or local association.

8 The Association recognizes the policymaking pow-
9 ers of the state board of education, intermediate unit

10 boards, and local boards of education. Such groups
11 must recognize the professional expertise of teachers
12 and provide for meet and discuss sessions on all edu-
13 cational concerns of the Association members.

14 All advisory boards of the policymaking bodies must
15 include teacher representatives directly related to the
16 areas of concern. Representatives should be chosen
17 by the Association from those who are members cur-
18 rently engaged in teaching and active in their profes-
19 sional association.

20 Local meet and discuss units, as mandated by Act
21 195, must be recognized as a vehicle for members to
22 bring about educational changes at the local level.
23 (81,89,11)

B-68 STRATEGIC PLANNING

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

B-69 COMPETENCY-BASED TEACHER EDUCATION

1 The Association believes that teachers employ the
2 most appropriate processes known for the promotion of
3 learning. The Association also believes competency-
4 based programs for pre- and inservice teacher educa-
5 tion and teacher evaluation must be based on many
6 factors, some of which the teacher cannot control. It
7 opposes models of teacher education that prescribe
8 single, limited definitions of competence that reduce
9 the process of teaching to mechanical, nonprofessional
10 acts, or that seek to measure teacher competence on
11 the basis of student achievement.

12 The Association believes that competency-based
13 programs should not be implemented that do not first
14 provide for carefully controlled research and develop-
15 ment to assure validity and reliability which indicate that
16 such programs are an improvement over present pro-
17 grams. Teachers must be involved in such research
18 and development. (81)

B-70 INTERN CERTIFICATES

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

B-71 GERRYMANDERING

1 The Association opposes the gerrymandering of
2 legislative and congressional districts and supports
3 redistricting standards that take into consideration the
4 compactness of districts as well as the preservation of
5 communities of interest by splitting counties and munic-
6 ipalities only when absolutely necessary to meet popu-
7 lation guidelines.

8 The Association supports efforts to require that
9 when legislative and congressional seats are redistrict-
10 ed following the decennial census that in addition to
11 current requirements for districts to be equal in popula-
12 tion, the districts should be drawn so as to maximize
13 compactness and avoid whenever possible the splitting
14 of county and municipal boundaries. (16)

B-72 DUAL ENROLLMENT

1 The Association believes that Dual Enrollment can
2 be beneficial to students, but should not detract from
3 the secondary school experience or be used to replace
4 or reduce courses offered by the student's home dis-
5 trict.

6 Students participating in dual enrollment should only
7 be taking college courses that are beyond those
8 offered at their home school or in addition to a full ros-
9 ter of credits.

10 Dual enrollment programs must be collectively bar-
11 gained and must not subcontract bargaining unit work.
12 (16)

III. TO FOSTER PROFESSIONAL ZEAL

C-1 PROFESSIONAL ZEAL

1 The Association believes that all education employ-
2 ees should foster pride in their profession through pro-
3 moting a positive image and igniting zeal among mem-
4 bers.

5 The Association also believes that all members
6 should be made aware of the importance of actively
7 participating in PSEA. (05,12)

C-2 MEMBER INPUT

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

C-3 PROFESSIONAL AUTONOMY

1 The Association believes that educational employ-
2 ees must govern themselves and must establish and
3 enforce standards of certification, practice, ethics, and
4 competence. (81,11)

C-4 PROFESSIONAL DEMEANOR

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

C-5 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

1 The Association believes that in order for members
2 of the education profession to practice effectively, com-
3 petently, and securely, each local association should
4 (1) inform the public and its members about the rights
5 and responsibilities of education employees, (2) pro-
6 mote professional attitudes and understandings by
7 interpreting and implementing an enforceable code of
8 ethics controlled by its members, and (3) protect pro-
9 fessional rights by providing a grievance process coop-
10 eratively developed by members of the education pro-
11 fession and boards which provide for speedy resolution
12 of grievances.

13 The Association shall work to ensure that no mem-
14 ber of the Association may be censured, suspended, or
15 expelled and that none of its local associations or affil-
16 iates may be censured, suspended, or disaffiliated
17 without a due process hearing which shall include an
18 appropriate appellate procedure. (80,81,12)

C-6 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 under-
4 stand the Code of Ethics.

5 The Association believes that pre-service education
6 instruction should include (1) a broad concept of ethics
7 related to various professions, (2) an understanding of
8 the Code of Ethics of the Education Profession adopt-
9 ed by PSEA, (3) a study of problems common to the
10 teaching profession together with their implication for
11 ethics.

12 The Association urges its affiliates and local associ-
13 ations (1) not to include in any collective bargaining
14 agreement any provision requiring adherence to the
15 code of ethics, (2) to resist efforts to incorporate any
16 provision of the code of ethics in individual teaching
17 contracts or certification laws or regulations, and (3) to
18 otherwise avoid application of the code against their
19 members outside of the Association's disciplinary pro-
20 cedures.

21 PSEA will update local associations and affiliates as
22 to the Association's approved procedure for local asso-
23 ciations to initiate enforcement and adherence to the
24 code of ethics, constitution, bylaws, and policies of the
25 profession as a means to address membership disci-
26 pline problems. (80,81,90,13)

C-7 PROFESSIONAL STANDARDS AND PRACTICES

1 The Association believes that a professional practice
2 is any act in which an educator engages while perform-
3 ing professional duties. It believes a standard is any
4 factor which enables an educator to practice. The
5 Association believes the standards and practices of the
6 teaching profession should be established by practic-
7 ing teachers.

8 The Association opposes any listing of professional
9 standards and practices for use as an evaluation tool.
10 (81,87)

C-8 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 member-
4 ship of practicing teachers. Standards and practices of
5 the teaching profession should be established by the
6 Commission. PSEA members who serve on the com-
7 mission must represent the philosophies and estab-
8 lished positions of the Association.

9 The Association believes the Commonwealth of
10 Pennsylvania must provide the necessary funding for
11 the effective operation and staffing of the Professional
12 Standards and Practices Commission.
13 (80,87,88,90,91)

C-9 PEER ASSISTANCE

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

C-10 PROFESSIONAL EDUCATION

1 The Association believes that standards for entry
2 and practice for the profession should be based upon
3 relevant criteria and must be set by the Professional
4 Standards and Practices Commission. This
5 Commission, in the name of the State, should issue
6 certificates to those who meet the standards set and
7 revoke the certificates of those who do not maintain
8 standards.

9 The Association believes that professional education
10 programs must prepare professional teachers who
11 demonstrate competence in the art and science of
12 teaching.

13 The Association believes that teacher education
14 must be identified as a separate college or school with-
15 in higher education institutions.

16 The Association believes that Pennsylvania colleges
17 and universities must require labor history and teacher
18 unionism in their teacher preparation programs.

19 The Association believes that education preparation
20 programs must incorporate instruction related to all rel-
21 evant laws influencing education.

22 The Association supports the assignment of basic
23 education classroom teachers and pupil services per-
24 sonnel as full members of NCATE and Department of
25 Education Programs approval teams. Prospective team
26 members should be provided with an effective training
27 program by the 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 of
3 non-certificated personnel must be prohibited.

4 The Association believes that all laws, regulations,
5 standards, guidelines, and basic education circulars
6 concerning certification must be uniformly and promptly
7 enforced by appropriate legal and professional bodies.

8 The Association believes that the professional certi-
9 fication of all educators, as agreed to by the profession,
10 must be the minimum basis required of all professional
11 employees. The Association believes that only persons
12 with legal certificates should be employed in profes-
13 sional education positions or be employed as daily
14 and/or long-term substitutes.

15 Professional employees who are being considered
16 for furlough or who have been furloughed should be
17 granted a waiver of certification upon request.

18 Teachers in early childhood education, adult educa-
19 tion, extension education, part-time, and substitute
20 teaching positions must meet the same professional
21 certification requirements as mandated by the school
22 code.

23 Local associations should maintain a certification
24 data file of their members.

25 An emergency certificate should be granted only for
26 a position where the local association verifies no certi-
27 ficated educator is available in the local school entity.

28 All educators in charter schools, cyber-charter
29 schools, and non-public schools must meet and main-
30 tain all certification requirements consistent with those
31 set forth for public school employees.

32 The Association urges teacher education institutions
33 to assure that readily accessible programs in all areas
34 of certification be offered throughout the state.
35 (80,83,97,00,15)

C-12 VOCATIONAL CERTIFICATION

1 The Association believes that beginning career and
2 technical teachers should have the opportunity of
3 learning teaching competencies through any recog-
4 nized teacher education institution.

5 Career and technical teachers should have the
6 same rights as academic teachers to use inservice
7 credits, including related experiences outside the class-
8 room, to gain permanent certification.

9 Special efforts should be made to recruit adequate
10 numbers of qualified, certified vocational-technical
11 teachers of both sexes in each needed area of study
12 and to provide qualified career and technical guidance
13 counselors and administrators.

14 The Association believes that the trade competen-
15 cies of career and technical teachers are related to
16 their trade experiences. It recommends that beginning
17 teachers in trade and industrial education shall have
18 two years of journeyman work experience after the
19 completion of the appropriate number of years of
20 apprenticeship training for a specified trade or industri-
21 al area and have satisfactorily completed their trade
22 competency tests before beginning teaching duties.

23 The Association believes that students enrolled in
24 cooperative work experience programs in the various
25 vocational fields should be supervised by teachers cer-
26 tified in those specialized vocational areas.
27 (80,90,01,11)

C-13 PER-DIEM EDUCATION EMPLOYEES

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

C-14 EVALUATION AND PROFESSIONAL GROWTH

1 The Association believes that all education employ-
2 ees have a right to participate in the evaluation of their
3 service. Further, all education employee evaluations
4 must be confidential and be directed toward encourag-
5 ing professional growth and conducted by properly
6 assigned and certificated administrators or appropriate
7 supervisors.

8 The Association opposes student evaluations of
9 education employees. Furthermore, the Association
10 opposes peer evaluation that would allow an education
11 employee to assume supervisory status over another.

12 The Association opposes the monitoring and/or eval-
13 uation of any education employees in their area of
14 employment by anyone other than the appropriate
15 evaluator. Administrators, in order to maintain quality
16 performance, should be evaluated on their effective-
17 ness by their supervising administrator based on a
18 review of observation and practice. (81,82,84,93,
19 94,02,16)

C-15 RATING OF PROFESSIONAL EMPLOYEES

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

10 members, the rating should be only "satisfactory" or
11 "unsatisfactory." Local associations should monitor the
12 use and implementation of rating forms to ensure uni-
13 formity and consistency. While there is legal authority
14 to establish and implement a rating system, the legiti-
15 macy of any rating process must rest upon the demon-
16 strated competence of the observer/rater.

17 The Association also believes standardized test
18 results should not be used to rate or evaluate the per-
19 formance of any professional employee or be used to
20 influence any employment action or compensation.

21 The Association opposes the use of subjective
22 methods of rating professional performance for the pur-
23 pose of setting salaries. (80,81,82,16)

C-16 ACCOUNTABILITY

1 The Association believes that educators can be held
2 accountable only for that portion of the teaching-learn-
3 ing process over which they have complete control.
4 Educator competence cannot be evaluated on the
5 basis of student achievement because of the multiple
6 economic, social, political, psychological, and cultural
7 factors and the limitations of standardized achievement
8 tests.

9 The Association also believes accountability is a
10 shared responsibility by all of the parties involved in the
11 educational community. Legislators, executives, school
12 boards, state commissions, educators, practitioners,
13 parents, and the students all have responsibility for dif-
14 ferent aspects of the educational system. It is not possi-
15 ble for an effective system of accountability to operate
16 if any of the parties do not meet their responsibilities.

17 The Association believes that performance stan-
18 dards and assessments must not be used as a basis
19 for determining teacher accountability.

20 The Association further believes that there should be
21 no single or statewide accountability system. The
22 Association will resist any attempt to transform assess-
23 ment results into a national or state testing program
24 that would seek to measure all students, teachers, or
25 school systems by a single standard and thereby
26 impose upon them a single program rather than pro-
27 vide opportunities for multiple programs and objectives.
28 The Association believes that specific behavioral objec-
29 tives should not be used as course objectives, nor as a
30 basis for determining teacher accountability.
31 (81,01,03,05)

C-17 PROFESSIONAL DEVELOPMENT

1 The Association encourages the continuing profes-
2 sional development of all educators, including certifi-
3 cated substitutes.

4 The Association believes that educators must have
5 a majority voice in determining professional develop-
6 ment needs through Association representation on
7 appropriate committees. Educators must have
8 released time to participate in professional self-
9 improvement programs. It must be the responsibility of
10 the school entity and the state to provide for and
11 finance these programs. The Association further
12 believes that these programs must not be required for
13 continuous employment. Professional development
14 must become a part of the local collective bargaining
15 agreement and/or the Act 48 plan. Furthermore, the

16 Association believes that retired educators should be
17 exempt from Act 48 requirements to maintain their cer-
18 tification. (80,82,83,93,99,01,02,04)

C-18 CONTINUING EDUCATIONAL DEVELOPMENT OF EDUCATION SUPPORT PROFESSIONALS

1 The Association encourages the continuing educa-
2 tional development of all education support profession-
3 als.

4 The Association believes that education support pro-
5 fessionals must have a voice in determining education-
6 al development programs which will benefit the school
7 entity. Released time must be granted for participation
8 in such developmental activities.

9 It must be the responsibility of the school entity and
10 the state to finance accredited coursework, workshops
11 or seminars. The Association further believes these
12 programs must not be required for continuous employ-
13 ment and must become a part of the local collective
14 bargaining agreement. (01,03)

C-19 PROGRAM SPECIALIST CERTIFICATES

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

C-20 INSERVICE COURSES FOR CREDIT

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

C-21 INDUCTION PROGRAM

1 The Association believes that the local association
2 must take an integral part in the planning, writing, and
3 implementation of the teacher induction program.
4 Mentors should be selected from a voluntary pool of the
5 membership and should be given adequate compensa-
6 tion and released time for their services.

7 The induction program must include the importance
8 of belonging to and actively participating in PSEA.
9 (87,96,12)

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, implemen-
5 tation, and evaluation of such programs must be nego-
6 tiated and maintained by the school district and the
7 local association.

8 The Association further believes that the duties and
9 responsibilities of all parties must be clearly defined
10 and uniformly administered. Mentors must be selected
11 through a defined process with articulated criteria, be
12 properly educated, compensated, and provided with
13 adequate time to fulfill their responsibilities.

14 The Association believes that any documentation
15 that results from the mentoring process must be confi-

16 denial and must not be included in the participant's
17 personnel file. The Association also believes that any
18 verbal conversations that result from the mentoring
19 process must also remain 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 minimum
4 standards. To promote the best candidates, authentic
5 field experience should begin early in the teacher edu-
6 cation program.

7 The Association also believes responsibility for the
8 student teaching experience must be shared by
9 schools, teacher preparation institutions, and profes-
10 sional associations, and include the fundamentals of
11 unionism and current issues affecting education profes-
12 sionals.

13 The Association believes that student teachers shall
14 have liability protection through PSEA membership and
15 should be invited to participate in Local, Region, State,
16 and National Association activities.

17 The Association believes that student teachers must
18 comply with all applicable laws and rules and must be
19 under the supervision of an Instructional II certified pro-
20 fessional employee. Student teachers must not be
21 used as substitute teachers.

22 The Association also believes certified professional
23 employees supervising student teachers should
24 receive a per diem rate based on a percentage of the
25 previous year's average teacher salary in
26 Pennsylvania.

27 The Association further believes that no student
28 teacher should be coerced to cross a picket line during
29 a labor dispute and should be provided the opportunity
30 to complete their student teaching through reassign-
31 ment.

32 The Association believes that student teacher obser-
33 vation, by means of media recording, shall only be
34 used as a resource for the student teacher. The
35 Association also believes that ownership of any such
36 recording resides solely with the student teacher. The
37 Association further believes that any recording may
38 only be viewed by the student teacher, the university
39 liaison, and the supervising teacher upon the receipt of
40 appropriate permissions from all parties involved prior
41 to the media recording.

42 The Association opposes the use of standardized
43 test score results as a means of evaluating student
44 teachers and/or teacher training programs.
45 (80,84,86,88,90,95,12,14,15)

C-24 TEACHER CENTERS

1 The Association recognizes the need for the estab-
2 lishment, organization, development, and operation of
3 teacher centers. The Association believes that there
4 should be at least one federally funded center in each
5 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 U.S.
10 and Pennsylvania Departments of Education to (1) pro-
11 vide full funding, (2) assist in the use of evaluative cri-

11 teria to judge grant applications, (3) provide statewide
12 service to all interested education employees for pro-
13 fessional development, and (4) implement programs
14 designed to help inservice teachers to become more
15 effective in the educational process. (81,84,92,04)

C-25 SITE-BASED DECISION MAKING

1 The Association recognizes the value of site-based
2 decision making which seeks to improve the quality of
3 education and the work environment. Site-based deci-
4 sion making must be a problem-solving process which
5 involves the voluntary participation of those affected.
6 The scope of site-based decision making shall be
7 determined by contractual agreements reached
8 through the collective bargaining process. (91)

C-26 TEACHER PARAPROFESSIONALS

1 The Association believes that professionals should
2 be provided with paraprofessionals to accomplish non-
3 professional duties. Appropriate orientation and train-
4 ing programs should be provided.

5 Paraprofessional staff must not be permitted to per-
6 form the duties of professional employees.

7 The Association calls upon its local affiliates to resist
8 efforts by school boards to use employment of such
9 personnel to increase class size. The assignment of
10 such personnel to classroom duty should assure
11 increased opportunities for the teacher to know and to
12 work with students.

13 If it is necessary to supplement pupil services with
14 paraprofessionals, local associations are urged to help
15 in establishing guidelines for employment and in plac-
16 ing these ancillary people under the direct supervision
17 of a certified pupil personnel worker. (81,83,84,85,
18 97,04,14)

C-27 USE OF VOLUNTEERS

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

C-28 PARAPROFESSIONALS IN EXCEPTIONAL EDUCA- TION PROGRAMS

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

C-29 COMMUNITY-BASED SERVICE PROVIDERS

1 The Association believes that the school entity must
2 provide inservice training for public school employees
3 regarding the role of community-based service
4 providers including, but not limited to therapeutic sup-
5 port staff.

6 The Association further believes that community-
7 based service providers should not replace, perform, or
8 interfere with the duties of public school employees.
9 (01,07)

C-30 SUPPLY AND DEMAND OF EDUCATORS

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

C-31 ADMINISTRATORS AND SUPERVISORS

1 The Association believes that appropriate prepara-
2 tion programs should be established for all educators in
3 pupil services, supervision, and administration. Such
4 programs should supply the basic and practical educa-
5 tional experience to blend professional skills with the
6 school setting. Areas of instructional content and expe-
7 rience should include participatory decision making,
8 interpersonal skills, personnel selection, staff evalua-
9 tion, curriculum, school management techniques, and
10 cultural diversity training.

11 Supervision of candidates should be the joint
12 responsibility of the certified school personnel and the
13 preparing institution.

14 The Association believes that prior to credentialing,
15 all administrators shall have served at least five years
16 in a full-time teaching position and periodically return
17 to the classroom for authentic teaching experiences.
18 Areas of instructional content and experience in the
19 credentialing process should include participatory deci-
20 sion making, interpersonal skills, personnel selection,
21 staff evaluation, curriculum, school management tech-
22 niques, and cultural diversity training.

23 Administrators must be legally certified. Uncertified
24 personnel shall not rate professional employees.

25 The Association believes that job descriptions of
26 administrators shall be available to all professional
27 employees.

28 The Association and the Department of Education
29 should cooperate to develop relevant certification pro-
30 grams for supervisors and ban the use of nonpre-
31 scribed and noncertificated administrative titles.

32 A certified principal must be employed full time for
33 each 500 elementary school students. A certified assis-
34 tant should be added when enrollment exceeds 700
35 students. (84,95,13)

C-32 PUPIL PERSONNEL SERVICES

1 The Association supports a comprehensive mandat-
2 ed program of pupil personnel services under the
3 supervision and administration of the Pennsylvania
4 Department of Education with ratios of not more than
5 1:250 for certified counselors, 1:750 for certified school
6 nurses in general school populations with adjustments
7 to safely accommodate students with special health
8 needs and chronic illnesses, 1:125 in student popula-
9 tions with complex health care needs; 1:750 for certi-
10 fied home and school visitors, 1:250 for social
11 workers, 1:500-700 for certified psychologists depend-
12 ing on the level of need within the student population,
13 and 1:1800 for certified dental hygienists in each
14 school entity at all instructional levels.

15 The Association believes that career and technical
16 centers should be mandated to have a full-time certi-
17 fied school nurse on the premises.

18 The Association believes that there should be sepa-
19 rate certification for elementary and secondary school
20 counselors.

21 Other supportive services, i.e., attendance, occupa-
22 tional therapy, physical therapy and speech, visual and
23 hearing services should be available to each student
24 who 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 pro-
3 grams is unnecessary and an inefficient use of public
4 monies.

5 The Association believes that health services provid-
6 ed by a school entity should not be billed to any health
7 insurance carrier through a third party.

8 School health personnel should decide when exam-
9 inations for the control of health related problems are
10 necessary. (80,82,88,89,90)

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

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

C-35 ASSOCIATION MEMBERSHIP

1 The Association believes that all eligible education
2 employees and retirees must be enrolled as members.
3 Non-practicing educators and former employees must
4 be encouraged to maintain their membership.

5 The Association also believes that all students
6 enrolled in a teacher preparation program must be
7 encouraged to join Student PSEA. (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 cards
4 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 opposes any attempts to privatize
9 state run entities such as, but not limited to, correction-
10 al facilities and wine and spirits stores. (09,16)

C-37 RETIRING/RETIRED MEMBERS

1 The Association believes that retiring/retired mem-
2 bers should be encouraged to support and participate
3 in Association activities at state, region, and local levels
4 through membership in PSEA-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 and
3 personnel. (80,95)

IV. TO ADVANCE EDUCATIONAL STANDARDS

D-1 THE LEARNER

1 The Association believes every student must be pro-
2 vided educational opportunities that would enable each
3 to become a life-long learner by developing attitudes,
4 habits, skills, and knowledge essential for fulfillment of
5 potential and effective citizenship. (81,92,03)

D-2 TEACHERS AND THE EDUCATIONAL PROCESS

1 The Association believes that the individual teacher
2 or teams of teachers communicating directly with stu-
3 dents have the most worthwhile and profound effects
4 upon what and how children learn.

5 The planning of lessons, the defining of specific
6 learning objectives, the selection of materials used to
7 teach those lessons and the techniques of evaluation
8 should be at the discretion of the individual teacher.

9 The Association regards endeavors by those outside
10 the classroom to dictate or establish specific tech-
11 niques, lesson formats, learning objectives, teaching
12 styles, evaluation techniques, or materials as presump-
13 tuous.

14 The Association believes that there is no one orga-
15 nizational system of schools, classes, or teaching tech-
16 niques that is best for all schools, classes, or children.
17 Teachers who use different techniques should not be
18 forced to change their styles for the sake of uniformity.

19 The Association opposes any action which seeks to
20 evaluate the competence of educators on the basis of
21 student achievement. (80,81,83,99,00)

D-3 IMPROVEMENT OF CURRICULUM

1 The Association believes that each school entity, in
2 shared responsibility with all educators and the mem-
3 bers of the community, including youth, must contin-
4 uously evaluate its curriculum keeping it ever sensitive
5 to the development of basic skills and to the current
6 and future needs of students.

7 The Association believes that all curriculum develop-
8 ment must be designed in collaboration with the class-
9 room teacher and should include concepts deemed
10 important and/or appropriate by practicing educators.
11 Each school entity should have a basic program of cur-
12 riculum research and development. At least one per-
13 cent of each school entity budget should be designated
14 for curriculum and instructional improvement.

15 The Association further believes that any decisions
16 relating to the development and/or curtailment of pro-
17 grams should be made with the direct involvement of
18 the profession and enforced by the state department of
19 education.

20 Professional employees involved in curriculum
21 improvement must be granted release time and/or be
22 granted supplemental contracts to do the study,
23 research, and planning to bring about needed improve-
24 ments. (80,81,90,91,92,97,05)

D-4 IMPROVEMENT OF INSTRUCTION

1 The Association believes that teachers through their
2 local education association must take a primary role in
3 designing, implementing, and assessing all instruction.

4 The Association also believes that teachers are best
5 suited to develop and deliver appropriate instructional
6 programs that are consistent with state curriculum
7 standards. The Association further believes that direct
8 observation of students and analysis of data by the
9 teachers who work with the student must guide instruc-
10 tional decisions without fear of reprisal.

11 The Association believes that, while programs such
12 as focusing on scripted learning or pacing charts can
13 serve as viable frames of reference, it is still incumbent
14 on the teachers who work with the student to evaluate
15 the efficacy of all instructional programs and to modify

16 them when necessary in order to address the needs
17 and facilitate the success of each student.
18 (80,84,92,96,97,98,99,07)

D-5 STANDARDIZED TESTING

1 The Association believes that standardized assess-
2 ments must only be used to identify students' educa-
3 tional needs and to improve curriculum.

4 The Association recognizes that reliable and valid
5 standardized tests are only one way to assess a stu-
6 dent's level of achievement. These tests shall not be
7 used to compare the educational quality of one school
8 entity or educator to another. No education employee
9 shall be evaluated and/or compensated on the basis of
10 standardized test results.

11 The Association believes that standardized test
12 results must be provided to the local association imme-
13 diately upon receipt by the school entity, and prior to
14 the release to the general public. (14)

D-6 HIGH SCHOOL GRADUATION COMPETENCY

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

D-7 CAREER AND TECHNICAL EDUCATION

1 The Association believes that preparation of stu-
2 dents for career and technical occupations should be
3 the responsibility of public education in collaboration
4 with labor and business. Education that ensures oppor-
5 tunity for occupational development and encourages
6 students to consider career and technical programs
7 should be available for and promoted to all students at
8 all levels. Career and technical education should pro-
9 mote a comprehensive program of lifelong learning for
10 the training, advancement, and promotion of all stu-
11 dents. These career and technical education courses
12 should be coordinated and integrated with traditional
13 academic courses. (80,84,00,16)

D-8 COMMUNITY EDUCATION

1 The Association encourages utilization of school
2 facilities for additional services to children and the com-
3 munity outside the regular school day, week, or year.

4 The Association urges its locals to become involved
5 in the promotion, expansion, and implementation of
6 community education programs and provide leadership
7 to deal with community concerns. (81,95)

D-9 FINANCIAL LITERACY

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

D-10 FAMILY AND CONSUMER SCIENCE EDUCATION

1 The Association believes that family and consumer
2 sciences education programs prepare students to man-
3 age, with reason and creativity, the challenges of living
4 and working in a global society and should be made
5 available to all students.

6 The Association also believes that family and con-
7 sumer sciences education programs should
8 a. Follow standards as set forth by the appropriate

- 9 professional organization(s).
- 10 b. Be developmentally appropriate.
- 11 c. Be cooperative with other disciplines and cultural-
- 12 ly sensitive.
- 13 d. Be taught only by properly certified family and
- 14 consumer science educators. (06,15)

D-11 EDUCATIONAL LEGISLATION

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

D-12 CLASS SIZE FOR REGULAR EDUCATION STUDENTS

1 The Association believes that class size maximums
 2 should be established based on the needs of students,
 3 subject area content, physical facilities, and other criteria
 4 deemed important. Weighted class size formulas
 5 should be implemented to reflect the inclusion of
 6 exceptional students.

7 The Association believes that class size maximums
 8 must be established through the bargaining process.

9 The Association further believes that class size
 10 should not increase as a result of a school entity's
 11 attempt to reduce the number of teaching positions
 12 through reduction in force and/or attrition.

13 The Association also believes existing rules and reg-
 14 ulations concerning reductions of staff and programs
 15 must be enforced. (04)

D-13 CLASS SIZE FOR SPECIAL EDUCATION STUDENTS

1 The Association believes that class size maximums
 2 should be established based on the needs of students,
 3 subject area content, physical facilities, and other criteria
 4 as deemed important to the IEP team.

5 The Association believes that class size maximums
 6 should be established through the bargaining process.

7 The Association further believes that class size
 8 should not increase as the result of a school entity's
 9 attempt to reduce the number of teaching positions
 10 through reduction in force and/or attrition.

11 The Association also believes existing rules and reg-
 12 ulations concerning reductions of staff and programs
 13 must be enforced.

14 The Association further believes in the following spe-
 15 cial education caseloads and class size maximums:

16 Caseloads, the number of students on a teacher's
 17 roster, shall be determined on the basis of maximums
 18 allowed and the amount of time required to fulfill the
 19 specific individualized programs. However, caseloads
 20 shall not exceed the established maximums.

21 The duties assumed as a part of caseload include:

- 22 Consulting with regular class teachers of exception-
- 23 al students;
- 24 Observing exceptional students;
- 25 Assisting in teaching exceptional students regard-
- 26 less of service delivery location;
- 27 Assisting in the MDT evaluation;
- 28 Participating as a member of the IEP team.
- 29 Individual caseloads shall be determined by the

30 accumulated time allowed for providing the special
 31 education services and programs specified on the IEPs
 32 of students with exceptionalities. In consideration of
 33 time available, a teacher's caseload shall allow for nec-
 34 essary travel time between service delivery locations.

35 For supplemental levels of intervention, in any loca-
 36 tion other than the regular classroom, the Association
 37 believes caseload maximums should be capped at:

- 38 a. Speech and Language Support 65
- 39 b. Gifted Support 40
- 40 c. Learning Support 20
- 41 d. Life Skills Support 15
- 42 e. Emotional Support 15
- 43 f. Deaf/Hearing Impaired Support 15
- 44 g. Blind/Visually Impaired Support 15
- 45 h. Physical Support 15
- 46 i. Autistic Support 10
- 47 j. Multiple Disabilities Support 10

48 For replacement levels of intervention, in any loca-
 49 tion other than the regular classroom, the Association
 50 believes caseloads maximums should be capped at:

- 51 a. Speech and Language Support 8
- 52 b. Gifted Support 20
- 53 c. Learning Support 15
- 54 d. Life Skills Support 12
- 55 e. Emotional Support 10
- 56 f. Deaf/Hearing Impaired Support 8
- 57 g. Blind/Visually Impaired Support 8
- 58 h. Physical Support 8
- 59 i. Autistic Support 6
- 60 j. Multiple Disabilities Support 6

61 Caseload for services to students included in the
 62 regular education classroom should be capped at a
 63 ratio of 1 special education teacher per 12 students.

64 Caseload for early intervention occupational, physi-
 65 cal, and speech therapy, should be limited to 40 stu-
 66 dents.

67 The Association believes class sizes, the number of
 68 students receiving special education services in a room
 69 at any one time, should be capped at:

- 70 a. Gifted Support 20
- 71 b. Learning Support 10
- 72 c. Life Skills Support 8
- 73 d. Emotional Support 8
- 74 e. Deaf/Hearing Impaired Support 8
- 75 f. Blind/Visually Impaired Support 8
- 76 g. Physical Support 5
- 77 h. Autistic Support 5
- 78 i. Multiple Disabilities Support 5
- 79 j. Speech and Language Support 4

80 The Association believes that deviation by less than
 81 25 percent at any one time in any one class is permit-
 82 ted as long as overall compliance throughout the year
 83 deviates by no more than ten percent. Deviation must
 84 require a written request for a waiver justified on edu-
 85 cational grounds with notice to affected parents and
 86 teachers noting their right to respond to PDE prior to
 87 any decision on waiver.

88 The Association further believes that paraprofes-
 89 sionals must be mandated for all inclusion and special
 90 education classes. (81,82,00,01)

D-14 EXTRA DUTIES

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

3 and, therefore, teachers should not be assigned to non-
4 instructional duties or class coverages during instruc-
5 tional time. (86)

D-15 CONSERVATION

1 The Association supports a serious and continuing
2 societal commitment to the conservation of resources.

3 The Association encourages recycling. It also advo-
4 cates the use of recyclable, biodegradable, and/or dis-
5 posable materials which are not environmentally dam-
6 aging.

7 The Association urges that school officials and
8 resource management officials develop energy distri-
9 bution plans that would ensure uninterrupted operation.

10 The Association believes the provisions for school
11 construction should be amended to require the incorpo-
12 ration of ecologically conservative climate control sys-
13 tems. (80,90,97)

D-16 COMPREHENSIVE SCHOOL HEALTH EDUCATION PROGRAM

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

D-17 SUBSTANCE ABUSE/CHEMICAL DEPENDENCY

1 The Association encourages local school entities to
2 establish drug education programs at the primary, inter-
3 mediate, secondary, and college levels.

4 The Association also encourages the appropriate
5 training of educational professionals to recognize
6 chemical dependent and at-risk students.

7 The Association further advocates the use of inter-
8 vention and rehabilitation programs to develop and
9 maintain a dependency-free life. (90,97,15)

D-18 FLUORIDATION

1 The Association supports community water fluorida-
2 tion, school water fluoridators and fluoride supplements
3 as safe and effective procedures for reducing the inci-
4 dence of dental cavities. It further supports education of
5 the public and other health professionals concerning
6 the importance of the use and benefits of fluoride sup-
7 plements, including school-based topical fluoride treat-
8 ments and fluoride mouthrinse and tablet programs.
9 (85)

D-19 INSTRUCTIONAL MATERIALS

1 The Association believes that materials must be pro-
2 vided to teach students with all exceptionalities and
3 from diverse cultural backgrounds and to achieve the
4 strategic planning goals of each school entity.

5 The Association further believes that instructional
6 materials and equipment must be provided in sufficient
7 variety and quantity to serve all students.

8 The Association urges its members and staff to
9 serve as a resource to publishers in developing rele-
10 vant materials for all students. (81,92,95,04)

D-20 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 holds
5 a valid Pennsylvania teaching certificate. This program
6 shall be provided in each elementary and secondary
7 building. Students and classroom teachers must be
8 guaranteed continuous access to library media cen-
9 ters, library media specialists, and information
10 resources. (81,91)

D-21 TECHNOLOGICAL TEACHING TOOLS AND THE MEDIA

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

6 The Association believes that all students must
7 become technologically literate from experiences in all
8 curricular areas.

9 The Association believes that these technologies
10 should be utilized only when certificated educators are
11 present to plan, review, monitor, and supplement the
12 instruction.

13 The Association believes that terms and conditions
14 for the creation, ownership, and use of the media and
15 technological tools must be included in local school
16 entity collective bargaining agreements. The
17 Association further believes that no reduction of posi-
18 tions, hours, or compensation should occur as a direct
19 or indirect result of any technology. (98,11)

D-22 TEACHING OF READING

1 The Association believes that all candidates for cer-
2 tification in elementary education should be adequately
3 trained in the teaching of reading. All subject matter
4 teachers should be trained in and incorporate the
5 strategies of reading in their fields of specialization.
6 (81,97,07)

D-23 ENVIRONMENTAL EDUCATION

1 The Association believes that the nation's priorities
2 must include the protection of our environment. It urges
3 the development and improvement of federal legisla-
4 tion, programs, and appropriations that provide educa-
5 tion (a) for use, stewardship, and preservation of a
6 viable environment; (b) to minimize pollution; and (c) to
7 promote an understanding of the effects of population
8 change.

9 The Association urges its locals to support appropri-
10 ate programs in their school systems for grades K
11 through adult education. (81)

D-24 SCIENCE EDUCATION

1 The Association believes that the content in science
2 education must be based on empirical evidence
3 derived from the scientific method. The Association
4 also believes that Pennsylvania science content and
5 curriculum should coordinate with national science
6 standards. (06)

D-25 WORLD LANGUAGES EDUCATION

1 The Association supports academic standards on a

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

D-26 ATHLETIC PROGRAMS

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

D-27 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 certificated
5 teachers of driver education be employed to conduct
6 driver education programs.
7 The Association opposes the practice of school dis-
8 tricts contracting with private firms for the services of
9 noncertificated instructors for simulator or on-the-road
10 training. (81,10)

D-28 THE METRIC SYSTEM

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

D-29 SPECIALIST TEACHERS

1 The Association believes that all special subject
2 areas must be mandated for all levels of public educa-
3 tion, including special education, and must be taught
4 only by certified specialists in each respective area.
5 The Association also opposes any plans to weaken
6 the curriculum requirements. The Association believes
7 a regular education teacher should not be required to
8 undertake the duties of specialists, educational special-
9 ists, and/or itinerant teachers. In addition, specialists,
10 education specialists, and/or itinerants should not be
11 required to undertake the teaching duties of a regular
12 education teacher. A substitute certified in the respec-
13 tive subject area should be employed in the event of

14 the absence of a specialist teacher of any level of edu-
15 cation.
16 The Association further believes that the local school
17 entity must provide the additional professional and
18 paraprofessional staff to effectively meet the needs of
19 all students. Supportive services must be made avail-
20 able to assist teachers in designing and implementing
21 programs for all students. Preservice and inservice
22 education must be provided to facilitate the implemen-
23 tation of these programs. (81,92,97,02,03)

D-30 INSTRUCTIONAL SUPPORT TEACHERS

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

D-31 EARLY CHILDHOOD EDUCATION

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

D-32 SOCIAL PROMOTION

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

D-33 LEAST RESTRICTIVE ENVIRONMENT/INCLUSION

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

D-34 INDIVIDUALS WITH DISABILITIES EDUCATION ACT

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

23 The Association also believes that its members must
24 continually monitor the impact of the IEP process on
25 contract provisions such as preparation time, workday,
26 release time, and other working conditions. Close mon-
27 itoring of all funds for the development and mainte-
28 nance of IEP's is essential. (97,98,09)

D-35 EDUCATIONAL PROGRAMS FOR ENGLISH LAN- GUAGE LEARNERS (ELL) AND STUDENTS WITH LIMIT- ED ENGLISH PROFICIENCY (LEP)

1 The Association believes there should be English as
2 a Second Language (ESL) and bilingual education
3 according to educational need. The main goal of these
4 programs should be to achieve English proficiency, as
5 well as provide support in content areas and other dis-
6 ciplines for English Language Learners (ELL) and stu-
7 dents with Limited English Proficiency (LEP).

8 The Association believes that educators must be
9 involved in the development and implementation of
10 programs to ensure the successful pursuit of the edu-
11 cation of students, regardless of their native language.

12 The Association believes that legislation must pro-
13 vide funds to support English as a Second Language
14 (ESL) and bilingual education programs throughout all
15 levels of the education system.

16 The Association further believes that certified ESL
17 programs should be supported, financially and ideolog-
18 ically, at the state and local levels. (80,87,98,99,04)

D-36 EDUCATIONAL PROGRAMS FOR SCHOOL AGE PARENTS

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

D-37 SCHOOL VIOLENCE

1 The Association supports efforts to identify causes of
2 school violence at all levels. The Association further
3 supports the planning and implementation of activities

1 to prevent and/or eliminate violence in schools.

2 The Association supports educational programs that
3 emphasize gun safety and increased awareness of the
4 need to keep firearms secured.

5 The Association believes that all school entities must
6 have an emergency plan that can be implemented
7 should a violent act occur.

8 The Association believes that all public school per-
9 sonnel must be educated in effective options to utilize
10 when faced with a violent or potentially violent situa-
11 tion.

12 The Association believes that the public must be
13 informed about the issue of violence in local school
14 entities. The Association believes every community
15 must support local school boards in developing and
16 implementing alternative programs, providing facilities
17 and appropriate personnel, reducing class size in order
18 to promote a healthy climate for the educational
19 process and to reduce the potential for violence in the
20 schools.

21 The Association believes all school entities should
22 utilize educational employees' input to create clear,
23 enforceable discipline codes. (80,84,86,98,99,01,13)

D-38 SAFETY IN SCHOOLS

1 The Association believes that a primary responsibil-
2 ity of school districts is to provide for the safety of all
3 students and staff. Policies should be developed, with
4 staff input, that require volunteers and outside agen-
5 cies to obtain appropriate clearances for the roles and
6 positions they fill that are comparable to those required
7 by school employees.

8 The Association further believes that school districts
9 provide volunteers and outside agencies with the infor-
10 mation necessary to obtain mandated clearances.
11 (13,15)

D-39 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 criteria,
4 standards, and methods of selection of instructional
5 materials. (81,99)

D-40 STANDARDIZED HEALTH RECORDS

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

D-41 CELL PHONES/PERSONAL COMMUNICATION DEVICES

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

D-42 INTELLECTUAL PROPERTY

1 The Association believes that education employees
2 and students should own the copyrights and patents to
3 intellectual property created in the course of their
4 employment or studies. Education employees and stu-

5 dents should have all the legal rights that come with
6 such ownership.
7 The Association also believes that any intellectual
8 property created by education employees should not
9 replace or serve as a substitute for the teacher in the
10 delivery of instruction. (12)

D-43 SEXUAL ORIENTATION AND GENDER IDENTIFICATION

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

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

E-1 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, and
4 governance of these schools and programs.
5 Charter/cyber-charter schools must not divert current
6 funds from any public school programs. Procedures
7 must be in place to adequately safeguard: local associ-
8 ation contracts and other employment provisions for all
9 employees; non-discriminatory and equal educational
10 opportunities; staffing and financial responsibilities;
11 compliance with laws, regulations and standards that
12 govern public schools.

13 The Association believes that all public school stu-
14 dents, including charter/cyber-charter school students,
15 must be required to meet the same proficiency require-
16 ments on the same state-mandated assessments.

17 The Association also believes that any scores from
18 mandated tests should be attributed only to that charter
19 or cyber-charter school in which the student is enrolled.

20 The Association further believes that charters should
21 be granted for a limited period of time and should serve
22 as labs for field testing and curricular innovations.

23 Renewal of charters should be contingent upon
24 achievement of objectives, missions, goals, and stan-
25 dards required by the Department of Education.

26 The Association believes that charters should be
27 monitored on a continuing basis and be subject to mod-
28 ification or revocation at any time if the students' or
29 public's interest is at stake.

30 The Association also believes that charter/cyber-
31 charter schools must provide equal access to all stu-
32 dents with exceptionalities.

33 The Association believes that legislation pertaining
34 to employment qualifications and evaluations should
35 be uniform for employees of public and charter/cyber-
36 charter schools. (95,02,07,10,11,12,13)

E-2 HOME SCHOOLING

1 The Association believes that home schooling pro-
2 grams based on parental choice do not provide the stu-
3 dent with a comprehensive educational experience.

5 When home schooling occurs, students enrolled must
6 meet all state curricular requirements, including the
7 taking and passing of assessments to ensure adequate
8 academic progress.

9 The Association believes that all public school stu-
10 dents, including home schooled students, must be
11 required to meet the same proficiency requirements on
12 the same state-mandated assessments.

13 The Association also believes that any mandated
14 testing scores of home schooled students should not
15 be attributed to any school district.

16 The Association further believes that when home
17 schooling is a matter of parental preference, all
18 expenses should be borne by the parents. (08,11)

E-3 STUDENT TRANSFERS

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

E-4 REDUCTION IN STUDENT NUMBERS

1 The Association believes that when enrollment
2 declines, school entities should use this opportunity to
3 reduce class size, expand individualized instruction,
4 introduce new courses, increase adult education during
5 the school day, and incorporate day care centers as
6 part of the school program. The Association believes
7 that a reduction in student numbers should not be the
8 reason for curtailment of programs.

9 The Association urges legislation, adoption of school
10 board policies, and development of master contracts
11 which would reduce class size and/or teacher-student
12 ratios.

13 The Association believes that local associations
14 must refrain from negotiating reduction of the number
15 of instructional staff members or program eliminations
16 or sacrificing pupil personnel services in order to settle
17 a contract. (81,83,84,90,01)

E-5 CHILD ABUSE AND NEGLECT

1 The Association believes that all children must be
2 protected from physical abuse, emotional abuse, sexu-
3 al abuse, and neglect committed by adults or children.
4 Policies must be adopted to end abuse and neglect in
5 all school programs.

6 The Association also believes that education
7 employees must be informed of their legal rights and
8 responsibilities related to reporting suspected cases of
9 child abuse and neglect.

10 The Association further believes that districts should
11 provide on-going professional development on the
12 topic of child abuse. (80,81,85,93,95,02,14,15)

E-6 NATIONAL HEALTH CARE

1 The Association believes that access to an afford-
2 able comprehensive, national health care program is a
3 right of every citizen.

4 The Association also believes that any national
5 health care program should allow citizens the option to
6 maintain their current health care plan. (91,95,09)

E-7 DRUG TESTING OF STUDENTS

1 The Association opposes requiring school employ-
2 ees to perform or participate in student drug testing.
3 The Association believes that any school employee

4 required to perform such duties must be absolved from
5 all liability. (13)

E-8 PSYCHOLOGICAL SERVICES

1 The services of a psychiatrist should be available
2 for psychiatric evaluations of students and for consul-
3 tations with parents and teachers of children with
4 adjustment difficulties. (16)

E-9 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 be
5 reimbursed for these services. (16)

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 of
4 peaceful assembly and petition; the right to participate
5 in the governance of the school, college, and universi-
6 ty; the right to freedom from discrimination; the right to
7 freedom from commercial exploitation; and the right to
8 equal educational opportunity.

9 The Association believes that each of these rights
10 carries with it a comparable responsibility. Student
11 responsibilities include regular school attendance,
12 conscientious effort in classroom work, and confor-
13 mance to school rules and regulations. No student has
14 the right to interfere with the education of other stu-
15 dents. It is the responsibility of each student to respect
16 the rights of everyone involved in the educational
17 process.

18 Students have the responsibility to cooperate with
19 all education employees in developing a climate within
20 the school that is conducive to learning.
21 (80,84,98,10,12)

E-11 BULLYING

1 The Association believes the school environment
2 must be free from all forms of bullying, including but
3 not limited to, physical and psychological bullying and
4 cyber bullying. Bullying is the systemic and chronic
5 infliction of physical hurt and/or psychological distress
6 on one or more individuals.

7 The Association recognizes that bullying can
8 involve and affect all members of the school communi-
9 ty.

10 School districts should develop and implement edu-
11 cational programs designed to help all stakeholders
12 recognize, understand, and prevent all forms of bully-
13 ing. School districts and higher education should pro-
14 vide ongoing training, resources and support to all staff
15 regarding the recognition of, prevention of, and
16 responses to bullying. (08,10,12)

E-12 ADMINISTRATION OF STANDARDIZED TESTS

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

E-13 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 allow
5 for exclusions and/or alternative forms of assessment.
6 (05,06)

E-14 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 in
6 grades four and five; and a maximum of 20 students in
7 grades six through twelve.

8 The Association believes that resources must be
9 provided to schools and districts serving low-income
10 students to restrict class sizes in the primary grades.
11 (16)

E-15 NUTRITION

1 The Association believes that proper nutrition is
2 essential to student success. School food service pro-
3 grams should be supported by public funds and shall
4 be nutritionally balanced, appealing, and affordable.

5 The Association further believes that only nutrition-
6 ally wholesome foods should be available for students
7 at school. (90,13)

E-16 STUDENT IMMUNIZATIONS

1 The Association believes that immunizations are
2 necessary to control and eradicate infectious dis-
3 eases.

4 The Association further believes that all students
5 must have the required immunizations in order to
6 attend school.

7 The Association recognizes that students may be
8 exempted from these immunizations only for religious
9 or documented medical reasons. (15)

E-17 MANDATORY ATTENDANCE LAWS

1 The Association believes that the current laws and
2 practices relating to pupils' mandatory attendance,
3 especially as it relates to students in secondary
4 schools, are in need of review and possible revision.

5 Flexible student schedules should be available to
6 afford opportunities for students to attend classes and
7 to be employed part-time in relevant work.

8 Pupils who have difficulty in the prescribed educa-
9 tional programs should be provided alternative super-
10 vised offerings. (81,11)

E-18 STUDENT EMPLOYMENT

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

E-19 TRANSFER OF STUDENT RECORDS/PORTFOLIOS

1 The Association believes that to assure proper student placement in any educational system, immediate transfer of the student and his/her records/portfolios is essential.

5 School entities shall ensure proper placement through the use of records/portfolios, placement test and other appropriate information before admission of the student to class. (80,83,95,13)

E-20 RESPONSIBILITY FOR CONDUCT OF STUDENTS TRAVELING TO AND FROM SCHOOL

1 The Association believes that the conduct of students traveling to or from school should be made the legal responsibility of parents/guardians of the students.

5 The school should be required to assume responsibility only during the school day when the student is on school property, utilizing school transportation, and/or participating in a school-sponsored activity. (81,07)

E-21 EDUCATION FOR INDIVIDUALS WITH EXCEPTIONALITIES

1 The Association supports a free and appropriate public education for all individuals with exceptionalities. The Association believes that the educational needs of individuals with exceptionalities should be met to the greatest degree possible, but not to the detriment of others.

7 The Association also believes these individuals must be placed in an environment which best suits their educational needs. Teachers must have control over the development and implementation of these programs.

11 Additionally, the Association believes that school personnel working with individuals with exceptionalities must be provided with ongoing professional development to stay current with legislation and best practices relating to the education of individuals with exceptionalities.

17 The Association further believes that intermediate units must be utilized to provide special services for pre-school children with exceptionalities when these services are not available in a local school entity. (81,15)

E-22 CHILDREN OF MIGRANT AND MOBILE FAMILIES

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

E-23 CORPORAL PUNISHMENT

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

E-24 DISRUPTIVE BEHAVIOR

1 The Association acknowledges the importance of recognizing individual differences among students that impose unusual stress on the present structure of American education. We believe that this burden must be shared equally by all levels responsible for public education, including education employees, parents,

6 and directors of school districts.

7 The Association urges school districts to employ qualified professional staff to teach and work with disruptive and socially maladjusted students using flexible but appropriate programs and facilities. Guidelines must be established by the profession to identify students who need special approaches or programs. Inservice and/or training programs on various approaches to problems of discipline and violence should be made available.

16 The Association recognizes that there are extreme cases of disruptive students who exceed the standard disciplinary capabilities of public schools. The Association recommends an integrated approach that involves the school entity, social agencies, and families to select alternative school programs and facilities that will best meet student needs.

23 The Association believes that the local bargaining unit should have the right to reflect the concerns of the profession at a student suspension or expulsion hearing. (80,90,04,13)

E-25 JUVENILE JUSTICE SYSTEMS

1 The Association further believes that the juvenile justice systems for student offenders must be effectively enforced and a comprehensive, statewide plan for treatment must be in place. (16)

E-26 SAFETY EDUCATION

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

E-27 PARENT/TEACHER CONFERENCES

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

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