



Resolutions

2019-2020

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Philadelphia, Pennsylvania

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

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

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

I. TO PROMOTE THE GENERAL EDUCATIONAL WELFARE OF THE STATE

I.1 The Resolutions Process

A-01 SAFEGUARDING THE RESOLUTIONS PROCESS

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

I.2 Civil and Human Rights

A-02 EDUCATIONAL OPPORTUNITY FOR ALL

1 The Association believes that public education
2 should be provided from early childhood
3 through adulthood, be suited to the needs of the
4 individual, be non-segregated, be offered at
5 public expense, and be required through the
6 secondary school.
7 The Association also believes that if privately
8 supported nonpublic schools are selected,
9 the cost must be borne by the individual, and
10 the schools must meet or exceed the standards
11 set forth by the Pennsylvania Department of
12 Education. (81,96,18)

A-03 CIVIL RIGHTS

1 The Association is committed to the achievement
2 of a totally integrated society. The Association calls
3 upon all Americans to eliminate all barriers of race,
4 color, national origin, religion, gender, sexual
5 orientation, age, disability, marital status, and
6 economic status that prevent some individuals,
7 adult or juvenile, from exercising rights enjoyed by
8 others, including liberties decreed in common law,
9 the Constitution, and statutes of the United States.
10 Civil order and obedience to the law must be
11 ensured without abridgment of human and civil
12 rights. Individuals, adult or juvenile, must be
13 assured a speedy and fair judicial process with free
14 legal counsel for those in need. To be effective
15 citizens, individuals must be trained and aided in
16 developing strategies and expertise that will enable
17 them to operate effectively in a democratic society.
18 (93,09,17)

A-04 ELIMINATION OF DISCRIMINATION AND STEREOTYPING

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

A-05 SEXUAL HARASSMENT

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

A-06 ATTACKS ON HUMAN DIGNITY

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

I.3 School Funding

A-07 EQUITABLE SCHOOL FUNDING

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

A-08 FINANCIAL RESPONSIBILITY FOR EDUCATION

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

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

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

A-10 FINANCIAL RESPONSIBILITY FOR SPECIAL EDUCATION

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

A-11 PUBLIC HIGHER EDUCATION

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

A-12 COMMUNITY COLLEGES

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

A-13 SCHOOL TRANSPORTATION

1 The Association believes that a school bus is the
2 safest form of transportation and that all eligible
3 students should be encouraged to ride the bus. All
4 school buses must be owned, operated, and
5 staffed by the local school entity with the best
6 interests of all students being of primary concern.
7 Each bus driver must be assisted by either human
8 and/or mechanical monitors.
9 The Association also believes that all safety
10 requirements for buses and other vehicles must be
11 stringently enforced and overcrowding prohibited.
12 Student driving privileges should be restricted to
13 cases of need as determined by the school entity.
14 The Association further believes that all aspects of
15 public school transportation should be totally
16 funded by the state. The Association opposes the

17 subcontracting of school transportation services.
18 The Association believes transportation for
19 nonpublic school students should not be provided
20 at public expense. (80,81,84,03,10)

A-14 SERVICES AND SUPPORTS FOR CAREGIVERS

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

A-15 VOUCHERS AND TAX CREDITS

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

A-16 PUBLIC REFERENDA

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

I.4 Educational Law and Government

A-17 AWARENESS OF LAW IN THE PROFESSION

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

A-18 ORGANIZATION AND ADMINISTRATION

1 The Association believes that a single state board
2 of education, elected by professionals currently
3 engaged in education, should be the policy-making
4 body for educational programs in Pennsylvania. All
5 educational entities must work to employ and
6 maintain competent and dynamic leadership. Local
7 school districts must be organized into
8 administrative units of sufficient size, resources,
9 and enrollment to ensure broad educational
10 opportunities for all. Governing boards at all levels
11 should be selected on a nonpartisan basis and
12 should understand their role as policymakers.
13 Provisions must be established for professional
14 educators to work effectively and ethically on
15 questions of school policies and professional
16 conditions. (80,87,95)

A-19 GOVERNMENTAL COMMUNICATIONS

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

**A-20 ACCESS TO PUBLIC INFORMATION/
SUNSHINE LAW**

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

A-21 GERRYMANDERING

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

**I.5 Public Perceptions of Education
A-22 PROPONENTS OF PUBLIC EDUCATION**

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

A-23 OPPONENTS OF PUBLIC EDUCATION

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

A-24 PUBLIC RELATIONS

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

**I.6 School Operations
A-25 SCHOOL CALENDAR/DAY**

1 The Association believes that school calendars
2 Must not be legislatively fixed and must be based
3 on local negotiations. The Association also

4 believes that school calendars should be
5 collaboratively designed by the bargaining unit and
6 the school district or designated committee.
7 Professional bargaining unit members must have
8 input into the complete structure of the school day
9 and calendar.
10 The Association also believes that any plan to
11 recover state mandated school days lost due to
12 weather emergencies, natural disasters, or other
13 unforeseen circumstances must be negotiated and
14 agreed to by all affected bargaining units.
15 The Association further believes that any increase
16 in the length of school calendar/year beyond the
17 mandated 180-day school year must be
18 accompanied by proportional increases in salaries
19 and fringe benefits for all employees.
20 (90,95,97,05,12,14)

A-26 CONSOLIDATION/DECONSOLIDATION OF SCHOOL DISTRICTS

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

II. TO PROTECT AND ADVANCE THE INTEREST OF ITS MEMBERS

II.1 Basic Rights of Members

B-01 DIGNITY AND RESPECT

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

B-02 ACADEMIC, PERSONAL, AND PROFESSIONAL FREEDOM

1 The Association believes that academic, personal,
2 and professional freedom is essential to the well-
3 being of the teaching profession. Academic
4 freedom includes the right of the teacher
5 and learner to present, discuss, and explore
6 controversial and divergent points of view in an
7 atmosphere conducive to the quest for knowledge
8 and truth. In order to achieve this, procedures must
9 be established which guarantee that the
10 professional staff has the right to select materials,
11 methods, and strategies that it believes to be most

12 appropriate to the curriculum and to the maturity
13 level of the students without censorship or
14 legislative interference. The professional staff must
15 be free to exercise this judgment without fear of
16 institutional pressure of reprisal.
17 Challenges on the choice of instructional materials
18 must be orderly and objective, under procedures
19 mutually adopted by professional associations and
20 school boards.
21 Personal freedom includes all of those rights that
22 American citizens enjoy under the U.S.
23 Constitution, regardless of occupation.
24 Educators should not be penalized personally or
25 professionally for exercising their constitutional
26 rights.
27 Professional freedom includes the right of
28 educators to advocate their professional points of
29 view and to evaluate and criticize the policies and
30 actions of the local school entity in which they are
31 employed without fear of reprisal.
32 Educators have the right and obligation to assist
33 colleagues when their academic, personal, or
34 professional freedom is threatened or violated.
35 (80,88,90,91)

B-03 COLLECTIVE BARGAINING AND GRIEVANCE PROCEDURES

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

34 been negotiated.
35 Members of the Association should be involved in
36 the development of guidelines for recruitment,
37 appointment, orientation, evaluation, transfer,
38 promotion, and dismissal of all professional
39 personnel. The rights and privileges of all
40 education employees should always be respected
41 regardless of what organization has sole
42 negotiation rights. (80,90,95,97,02)

B-04 PROFESSIONAL SANCTIONS

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

B-05 PUBLIC EMPLOYEE RELATIONS ACTS

1 The Association believes in a strong public sector
2 collective bargaining law. The Association believes
3 that all education employees need to be aware of
4 the principles, concepts, and implications of Acts
5 195 and 88. The collective bargaining process
6 should be a part of all teacher education and
7 continuing education programs. It also believes
8 that legislation is needed to:
9 (1) expand items mandated as negotiable to
10 include educational matters relating to curriculum
11 and school programs and
12 (2) give all education employees, other than the
13 chief educational administrator and other
14 commissioned officers, but specifically including all
15 other administrators, supervisors, and special
16 service personnel, the right to collective
17 negotiations with the board of school directors or of
18 trustees in bargaining units whose inclusiveness is
19 determined by the total education employees
20 involved.
21 The Association supports passage of a strong
22 federal collective bargaining law for education
23 employees. (80,81,93,95,96,04,08)

B-06 POLITICAL ACTION

1 The Association reaffirms the constitutional right
2 and obligation of all education employees,
3 individually and/or collectively, to participate in all
4 aspects of the democratic political process and
5 encourages all education employees, to actively do
6 so. The Association must resist any efforts to deny
7 or suppress the exercise of those rights. The
8 Association should assist local associations in
9 bringing action against any policymaking board
10 which abrogates the political rights of education
11 employees. Provisions should be made to enable
12 education employees to serve in any public office

13 without personal loss and/or curtailment of annual
14 increments, tenure, retirement, fringe benefits, or
15 seniority rights.
16 The Association endorses PSEA-PACE, the PSEA
17 political action committee, and strongly urges
18 members and friends of education to support it
19 through individual involvement and contributions.
20 The Association opposes legislation that would
21 uniformly impose expenditure limits without regard
22 to PAC size. (80,87,95,07,09)

B-07 PSEA - POLITICAL ACTION COMMITTEE FOR EDUCATION (PACE)

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

B-08 PAYROLL DEDUCTION

1 The Association believes that payroll deduction is
2 an essential right of all public employees that
3 should be guaranteed by law. The Association
4 also believes that all local associations should
5 adopt contract language that guarantees the right
6 to have payroll deduction. The Association
7 opposes any effort to limit the right to payroll
8 deduction for professional association dues, fair
9 share contributions, and PSEA/NEA Political
10 Action Committee contributions.
11 The Association also opposes all attempts to limit
12 this right through the imposition of fees or
13 surcharges. (12,13)

B-09 EMPLOYEE BENEFIT PLANS

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

B-10 FAIR SHARE

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

B-11 PROFESSIONAL COMPENSATION

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

B-12 MERIT PAY

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

B-13 CLEARANCES

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

B-14 WORKERS COMPENSATION

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

B-15 HEALTH CARE

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

B-16 EXTENSION OF BENEFIT

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

B-17 STATEWIDE HEALTH CARE PLAN

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

B-18 STRIKES IN SCHOOL ENTITIES

1 The Association believes that the right to strike is a
2 fundamental right of all education employees
3 which must be preserved by law. The Association
4 further believes that a strike is an appropriate
5 method of facilitating the resolution of an impasse.
6 The Association believes that the method of
7 striking used by the local association shall be
8 decided at the local level.
9 The Association believes that in the event of a
10 strike by employees of a school district, all
11 activities, including extracurricular and cocurricular,
12 should cease.
13 The Association believes that substitutes and
14 personnel outside the bargaining unit should not
15 be used to take the place of bargaining unit
16 members during a work stoppage. It further
17 believes that videos, computer programs and other
18 technical devices should not be used to replace
19 any education employee during a strike.
20 The Association believes that strikebreaking is an
21 unprofessional act which jeopardizes the
22 bargaining process, and therefore, strikebreakers
23 will be subject to member discipline.
24 The Association believes that vocational-technical
25 and special education students should not be
26 returned to sending school districts during
27 vocational-technical or intermediate unit
28 association strikes.
29 The Association believes that no education
30 employees should be compelled to cross the picket
31 lines of bargaining units in other districts.
32 The Association believes that binding arbitration is
33 only acceptable when mutually agreed to by both
34 parties in the negotiating process.
35 (80,86,90,94,96,97,00,07,08)

B-19 TENURE

1 The Association believes that all certificated
2 educators must be guaranteed the right to tenure
3 and opposes any attempt to seek detrimental
4 changes to that right. It further believes that no
5 professional employee may be demoted,

6 suspended, or dismissed without being afforded
7 full due process as guaranteed by law. (80,93)

B-20 SENIORITY: REDUCTION IN FORCE AND RECALL

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

B-21 JUST CAUSE

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

B-22 LEAVES OF ABSENCE

1 The Association supports legislation designed to
2 (1) provide each education employee with at
3 least three days leave each year for
4 personal reasons without loss of pay,
5 (2) provide for transfer of all accumulated
6 unused sick leave from one district or
7 institution to another,
8 (3) provide that sabbatical leave in the
9 school code be considered as minimum and allow
10 for split sabbaticals,
11 (4) provide childbearing and child care leaves of
12 sufficient length, and
13 (5) provide that education employees have the
14 right to leave with or without pay when such
15 persons do not qualify for sabbatical leave.
16 Education employees who receive leaves shall
17 retain their rights to their positions and seniority.
18 Sick leave must be based proportionally on the
19 number of days employed per year. (80,89,96,97)

B-23 SABBATICAL LEAVES

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

B-24 BEREAVEMENT LEAVE

1 The Association believes that all education
2 employees are entitled to bereavement leave
3 without loss of pay. The Association also believes
4 that bereavement leave should be extended to
5 include death of an immediate family member or

6 near relative of a member of the employee's
7 household. (10)

B-25 MILITARY LEAVE

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

B-26 RELEASED TIME FOR RELIGIOUS OBSERVANCE

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

B-27 DEFINED BENEFIT PLAN

1 The Association believes a defined benefit pension
2 plan must be maintained. The Association
3 opposes any effort to convert to a defined
4 contribution pension plan. The Association also
5 opposes the creation of a two-tiered retirement
6 benefit plan.
7 The Association further believes that all rights and
8 benefits of retirees participating in Pennsylvania
9 public employees' retirement systems must be
10 maintained and guaranteed.
11 The Association opposes any efforts to reduce or
12 eliminate existing retirement benefits for active and
13 future participants in Pennsylvania public
14 employees' retirement systems, including, but not
15 limited to, the 2.5 multiplier, lump sum withdrawal
16 of employee contributions and interest, and the
17 Health Options Premium Assistance. (09,10,12)

B-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
5 must be directed by certificated school nurses.
6 Health assistants/health aides must not be asked
7 to perform the duties of certificated school nurses
8 and must be provided with appropriate orientation
9 and training.
10 The Association vigorously opposes the use of any
11 unlicensed personnel to be included in the
12 administration of medication or other medical
13 services. (00)

**II.2 Protection of the Members
B-28 RETIREMENT**

1 The Association believes that public school
2 employees should have the option of full retirement
3 after 25 years of service at any age without
4 penalty.
5 The Association also urges its local affiliates to

6	negotiate early retirement incentives in their local	66	guarantee the most efficient and timely service to
7	school entities in order to secure benefits that	67	all members. The Association believes the PSERS
8	would make full retirement with 25 years of service	68	Board of Trustees should have the right of access
9	a viable option. Until this goal is met, the	69	to independent counsel.
10	Association should work to make the 30 and out	70	The Association believes that an annual statement
11	retirement option permanent.	71	of the status of experience of the retirement fund
12	The Association believes that benefits paid to	72	should be prepared at the conclusion of each fiscal
13	retired public school employees must automatically	73	year and made available upon request to any
14	increase annually in proportion to the cost of living	74	member of the retirement system.
15	and recommends substantially increasing the	75	(80,81,82,83,86,87,88,90,94,97,98,09,17)
16	supplemental state annuity minimum. The		
17	Association further recommends that any future	B-29	RETIREMENT SYSTEM FUNDING
18	supplemental annuity reflect the actual cost of	1	The Association supports safeguards that (1)
19	living and should include an additional graduated	2	prevent any misuse of assets and (2) guarantee
20	increase for pre-ACT 9 retirees. The Association	3	full funding for the retirement system.
21	also believes that future cost-of-living increases	4	The Association believes the Commonwealth as
22	should be applicable to the beneficiaries of the	5	well as other contributors of the Public-School
23	annuitants. The Association recommends	6	Employees' Retirement System should be required
24	legislation which would allow vesting after five	7	to submit payments on a current basis and that a
25	years of service. The Association believes the	8	penalty and legal means should be used to ensure
26	members of the retirement system should be	9	compliance.
27	permitted to change the chosen retirement option	10	The Association believes that the employee
28	at any time within one year after the original choice	11	contribution to the Public-School Employees'
29	of option.	12	Retirement System should never exceed the
30	The Association recommends that members of the	13	percentage paid by the employer or the state.
31	retirement system be permitted to use all earned	14	The Association supports federal legislation
32	sick leave accumulated prior to the effective date	15	providing for the deduction of mandatory employee
33	of retirement or to use such earned sick leave for	16	contributions from taxable income with the tax on
34	additional retirement credit, and to use any and all	17	such contributions deferred until after retirement.
35	income earned from a school entity for the	18	(98,02,05,07,09,17)
36	computation of retirement benefits.		
37	The Association believes that paid family health	B-30	NONDISCRIMINATORY PERSONNEL
38	insurance should be provided for all retirees.		POLICIES/AFFIRMATIVE ACTION
39	The Association believes that public school	1	The Association believes that personnel policies
40	employees should have the right to purchase	2	and practices must guarantee that no person be
41	private or Pennsylvania non-public school service	3	employed, retained, paid, dismissed, suspended,
42	retirement credit in accordance with the existing	4	demoted, transferred, or retired because of race,
43	provisions for purchasing out-of-state service.	5	color, national origin, religious beliefs, residence,
44	The Association supports safeguards for the	6	disability, political activities, professional
45	retirement system that prevent misuse of assets	7	association activity, age, marital status, family
46	and guarantees full funding.	8	relationship, gender, or sexual orientation.
47	The Association believes that vocational-technical	9	The Association urges the development and
48	educators should have the right to purchase	10	implementation of affirmative action plans and
49	retirement credit for certain prior work experience	11	procedures that will encourage active recruitment
50	in their area of specialization.	12	and employment of women, minorities, and men in
51	The Association believes that school nurses should	13	underrepresented education categories.
52	have the right to purchase for retirement purposes	14	(80,84,93,99)
53	the one-year general nursing experience		
54	prerequisite for certification.	B-31	CRIMINAL CHARGES
55	The Association supports the elimination of	1	The Association believes that if any employee has
56	fractional years of credited service which have	2	been dismissed/suspended because of criminal
57	resulted from a work stoppage by utilizing any days	3	charges, the employee shall be reinstated to
58	worked beyond 180 in subsequent years to offset	4	his/her former position in the school entity upon
59	lost days.	5	exoneration or dismissal of charges. The school
60	The Association believes that age should not be a	6	entity should compensate the employee for legal
61	factor in determining the continued employment of	7	expenses for school related charges, loss of
62	public school employees.	8	pay, incidentals, benefits, and privileges as if
63	The Association recommends that the office	9	continuously employed.
64	practice of the Public-School Employees'	10	The Association further believes that no employee
65	Retirement System be improved regularly to	11	should be compelled to disclose any prior arrest for

12 any crime of which the employee has been
13 acquitted, for which sufficient time has passed for
14 such records to be expunged, or for which charges
15 have been dismissed. (83,12)

B-32 EMPLOYEE PERSONAL ASSISTANCE PROGRAMS (EPAP)

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

B-33 DRUG TESTING

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

B-34 DRUG TESTING OF STUDENTS

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

B-35 HUMAN IMMUNODEFICIENCY VIRUS (HIV)/ACQUIRED IMMUNODEFICIENCY SYNDROME (AIDS)

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

B-36 RESIDENCY REQUIREMENTS

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

B-37 PROTECTION OF EDUCATION EMPLOYEES

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

14 of abuse.

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

B-38 SCHOOL SECURITY

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

B-39 HEALTHFUL SCHOOL ENVIRONMENT

1 The Association believes that the school
2 environment must be maintained to guarantee
3 optimal health of students and staff. The
4 Association also believes clean air, proper
5 ventilation, appropriate climate control within the
6 building, and clean water are essential to a
7 healthful learning environment.
8 The Association believes that students and staff
9 must be protected from all potentially hazardous
10 substances. The Association urges that standards
11 and safeguards be established and programs for
12 the prevention and elimination of health hazards
13 be enacted by the appropriate school governing
14 body after input from the local association. It
15 further urges its affiliates to support state and
16 federal legislation that would set health and safety
17 standards, provide for required inspections to
18 ensure that standards are met, and prescribe
19 penalties for noncompliance by school governing
20 bodies.

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

B-40 PERSONNEL FILES

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

B-41 CONFIDENTIAL INFORMATION

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

B-42 MEDICATION AND MEDICAL SERVICES IN SCHOOLS

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

- 19 b. A physician's written verification of need for medication is required.
- 20 c. Written permission of the parent or guardian is required.
- 21 d. The medication must be delivered to school by the parent or other responsible adult in the original container, properly labeled with name and strength of the medication, name of patient, name of physician, date of original prescription, and direction for usage.
- 22 e. The initial dose of medication shall not be given at school except in life-threatening situations.
- 23 f. Medication dispensed must be recorded on a medication log, which includes date, time, and identification of the person giving the medication.
- 24 g. Safe storage for medication must be provided.
- 25 h. The policy must permit the school nurse to refuse to administer medication based on medical judgment and protection of liability.
- 26 i. The individual education plan (IEP) of the special education student and the individual health plan (IHP) of the protected challenged student must provide for the administration of prescribed medication by the certificated school nurse. The Association supports legislation that would protect school personnel from all liability when the adopted procedure is followed. In addition, school personnel have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which they believe they are unqualified to administer or when proper equipment has not been provided. Medical personnel must be properly trained prior to performing the medical services in question. (80,84,99)

B-43 STAFF RESPONSIBILITIES/STUDENT USE OF TECHNOLOGY

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

B-44 COMPETENCY-BASED TEACHER EDUCATION

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

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

B-45 STANDARD APPLICATION FORMS

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

B-46 TRANSFERS WITHIN AND BETWEEN ENTITIES

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

B-47 THE ECONOMY

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

B-48 TAXATION OF BENEFITS

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

B-49 TAX DEDUCTIONS FOR PROFESSIONAL EXPENSES

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

II.3 Privacy of its Members

B-50 ACCESS TO PERSONAL INFORMATION

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

B-51 INVASION OF PRIVACY

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

B-52 E-MAIL COMMUNICATIONS

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

B-53 SOCIAL NETWORKING

1 The Association recognizes the value of social
2 networking. Adequate training in social networking
3 should be provided to all education employees.
4 The Association believes that members must be
5 made aware of potential consequences related to
6 social networking. (10)

II.4 Exclusivity of the Bargaining Unit
B-54 USE OF RECORDING DEVICES

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

B-55 SUBSTITUTES FOR PROFESSIONAL POSITIONS

1 The Association believes that school entities
2 should provide their Local Education Associations
3 with a list of district-approved, certified substitutes
4 for all professional positions.
5 The Association believes that certified substitutes
6 must be contacted in the absence of all certified
7 professional employees.
8 Furthermore, the Association believes that
9 professionals should be permitted to designate
10 desired substitutes to serve in their absence. (11)

B-56 PART-TIME, SUBSTITUTE, AND UNEMPLOYED EDUCATORS

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

B-57 SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS

1 The Association believes that school entities
2 should maintain a list of qualified substitutes that
3 must be contacted in the absence of a permanent
4 education support professional so that a full
5 educational support staff operates daily. The
6 Association believes substitute education support
7 professionals should be encouraged to attend
8 school sponsored inservices and workshops and
9 should be compensated on a per diem basis. Pay
10 rates should be consistent for all substitutes within
11 a job classification. Substitutes should not take the
12 place of bargaining unit members. Substitute
13 education support professionals who are employed
14 long-term for at least a semester should have the
15 same benefits as other support personnel in the
16 same job classification within the bargaining unit.
17 The Association further believes that long-term
18 substitutes who receive a satisfactory rating should
19 be given preference for permanent vacancies.
20 (02,09,11)

B-59 JOB SHARING

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

B-60 PRIVATIZATION/ OUTSOURCING/ SUBCONTRACTING

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

B-61 INTERN CERTIFICATES

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

B-62 INTERMEDIATE UNITS

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

B-63 STUDENT ASSAULT OF SCHOOL EMPLOYEES

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

B-64 DUAL ENROLLMENT

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

II.5 Representation in Process**B-65 PROFESSIONAL CONDITIONS**

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

B-66 EDUCATION SUPPORT PROFESSIONALS CONDITIONS

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

B-67 SCHOOL FACILITIES, DESIGN, CONSTRUCTION AND FUNCTION

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

B-68 SCHOOL BOARDS

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

B-69 HIGHER EDUCATION FACULTIES

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

B-70 APPOINTMENTS TO EDUCATIONAL POSITIONS

1 The Association believes that the goal of a quality
 2 education for all demands that the criteria for all
 3 appointments in the field of education by the
 4 governor, secretary of education, state board of
 5 education, and boards of local school entities
 6 should be based solely on significant
 7 accomplishments in the educational community.
 8 The Association requests that all such
 9 appointments of education officials be made only
 10 after screening and approval by a panel of
 11 professional educators established by the state or
 12 local association. The Association recognizes the
 13 policymaking powers of the state board of
 14 education, intermediate unit boards, and local
 15 boards of education. Such groups must recognize
 16 the professional expertise of teachers and provide
 17 for meet and discuss sessions on all educational
 18 concerns of the Association members. All advisory
 19 boards of the policymaking bodies must include
 20 teacher representatives directly related to the
 21 areas of concern. Representatives should be
 22 chosen by the Association from those who are
 23 members currently engaged in teaching and active
 24 in their professional association. Local meet and
 25 discuss units, as mandated by Act 195, must be
 26 recognized as a vehicle for members to bring
 27 about educational changes at the local level.
 28 (81,89,11)

B-71 STRATEGIC PLANNING

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

B-72 SCHOOL ENTITY BUDGETS

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

III. TO FOSTER PROFESSIONAL ZEAL

C-01 PROFESSIONAL ZEAL

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

C-02 MEMBER INPUT

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

C-03 PROFESSIONAL AUTONOMY

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

C-04 PROFESSIONAL DEMEANOR

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

C-05 PROFESSIONAL RIGHTS AND RESPONSIBILITIES

1 The Association believes that in order for members
2 of the education profession to practice effectively,
3 competently, and securely, each local association
4 should (1) inform the public and its members about
5 the rights and responsibilities of education
6 employees, (2) promote professional attitudes and
7 understandings by interpreting and implementing
8 an enforceable code of ethics controlled by its
9 members, and (3) protect professional rights by

10 providing a grievance process cooperatively
11 developed by members of the education
12 profession and boards which provide for speedy
13 resolution of grievances.
14 The Association shall work to ensure that no
15 member of the Association may be censured,
16 suspended, or expelled and that none of its local
17 associations or affiliates may be censured,
18 suspended, or disaffiliated without a due process
19 hearing which shall include an appropriate
20 appellate procedure. (80,81,12)

C-06 ETHICS

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

C-07 PROFESSIONAL STANDARDS AND PRACTICES

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

C-08 PROFESSIONAL STANDARDS AND PRACTICES COMMISSION

1 The Association believes that a legally constituted
2 Professional Standards and Practices Commission
3 should be autonomous and have a majority
4 membership of practicing teachers. Standards and

5 practices of the teaching profession should be
6 established by the Commission. PSEA members
7 who serve on the commission must represent the
8 philosophies and established positions of the
9 Association.
10 The Association believes the Commonwealth of
11 Pennsylvania must provide the necessary funding
12 for the effective operation and staffing of the
13 Professional Standards and Practices
14 Commission. (80,87,88,90,91)

C-09 PEER ASSISTANCE

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

C-10 PROFESSIONAL EDUCATION

1 The Association believes that standards for entry
2 and practice for the profession should be based
3 upon relevant criteria and must be set by the
4 Professional Standards and Practices
5 Commission. This Commission, in the name of the
6 State, should issue certificates to those who meet
7 the standards set and revoke the certificates of
8 those who do not maintain standards.
9 The Association believes that professional
10 education programs must prepare professional
11 teachers who demonstrate competence in the art
12 and science of teaching.
13 The Association believes that teacher education
14 must be identified as a separate college or school
15 within higher education institutions.
16 The Association believes that Pennsylvania
17 colleges and universities must require labor history
18 and teacher unionism in their teacher preparation
19 programs. The Association believes that education
20 preparation programs must incorporate instruction
21 related to all relevant laws influencing education.
22 The Association supports the assignment of basic
23 education classroom teachers and pupil services
24 personnel as full members of NCATE and
25 Department of Education Programs approval
26 teams. Prospective team members should be
27 provided with an effective training program by the
28 Association. (80,82,83,97,02,04,09,12)

C-11 CERTIFICATION

1 The Association believes that all professional
2 employees must be properly certificated. The use
3 of non-certificated personnel must be prohibited.
4 The Association believes that all laws, regulations,
5 standards, guidelines, and basic education
6 circulars concerning certification must be uniformly
7 and promptly enforced by appropriate legal and

8 professional bodies.

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

C-12 CAREER AND TECHNICAL EDUCATION CERTIFICATION

1 The Association believes that beginning career
2 and technical teachers should have the opportunity
3 of learning teaching competencies through any
4 recognized teacher education institution. Career
5 and technical teachers should have the same
6 rights as academic teachers to use inservice
7 credits, including related experiences outside the
8 classroom, to gain permanent certification. Special
9 efforts should be made to recruit adequate
10 numbers of qualified, certified career and technical
11 education teachers of both sexes in each needed
12 area of study and to provide qualified career and
13 technical guidance counselors and administrators.
14 The Association believes that the trade
15 competencies of career and technical teachers are
16 related to their trade experiences. It recommends
17 that beginning teachers in trade and industrial
18 education shall have two years of journeyman work
19 experience after the completion of the appropriate
20 number of years of apprenticeship training for a
21 specified trade or industrial area and have
22 satisfactorily completed their trade competency
23 tests before beginning teaching duties.
24 The Association believes that students enrolled in
25 cooperative work experience programs in the
26 various vocational fields should be supervised by
27 teachers certified in those specialized vocational
28 areas. (80,90,01,11,17)

C-13 PER-DIEM EDUCATION EMPLOYEES

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

C-14 EVALUATION AND PROFESSIONAL GROWTH

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

C-15 RATING OF PROFESSIONAL EMPLOYEES

1 The Association believes that the process of
2 selecting the professional employee publicly
3 affirms his/her competence, and the rating of
4 performance must begin with this assumption. A
5 state-mandated form for the rating of professional
6 employees exists. When utilizing the state-
7 mandated form, local associations should establish
8 rigid standards for the use of that form. Should
9 local associations choose to negotiate an alternate
10 rating system which meets the needs of their
11 constituent members, the rating should be only
12 "satisfactory" or "unsatisfactory." Local
13 associations should monitor the use and
14 implementation of rating forms to ensure uniformity
15 and consistency. While there is legal authority to
16 establish and implement a rating system, the
17 legitimacy of any rating process must rest upon the
18 demonstrated competence of the observer/rater.
19 The Association also believes standardized test
20 results should not be used to rate or evaluate the
21 performance of any professional employee or be
22 used to influence any employment action or
23 compensation.
24 The Association opposes the use of subjective
25 methods of rating professional performance for the
26 purpose of setting salaries. (80,81,82,16)

C-16 ACCOUNTABILITY

1 The Association believes that educators can be
2 held accountable only for that portion of the

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

C-17 PROFESSIONAL DEVELOPMENT

1 The Association encourages the continuing
2 professional development of all educators,
3 including certificated substitutes.
4 The Association believes that educators must have
5 a majority voice in determining professional
6 development needs through Association
7 representation on appropriate committees.
8 Educators must have released time to participate
9 in professional self-improvement programs. It must
10 be the responsibility of the school entity and the
11 state to provide for and finance these programs.
12 The Association further believes that these
13 programs must not be required for continuous
14 employment. Professional development must
15 become a part of the local collective bargaining
16 agreement and/or the Act 48 plan. Furthermore,
17 the Association believes that retired educators
18 should be exempt from Act 48 requirements to
19 maintain their certification.
20 (80,82,83,93,99,01,02,04)

**C-18 CONTINUING EDUCATIONAL DEVELOPMENT
OF EDUCATION SUPPORT PROFESSIONALS**

1 The Association encourages the continuing
2 educational development of all education support
3 professionals.
4 The Association believes that education support
5 professionals must have a voice in determining

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

C-19 PROGRAM SPECIALIST CERTIFICATES

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

C-20 INSERVICE COURSES FOR CREDIT

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

C-21 INDUCTION PROGRAM

1 The Association believes that the local
2 association must take an integral part in the
3 planning, writing, and implementation of the
4 teacher induction program. Mentors should be
5 selected from a voluntary pool of the
6 membership and should be given adequate
7 compensation and released time for their
8 services. The induction program must include
9 the importance of belonging to and actively
10 participating in PSEA. Local Associations
11 must be afforded an opportunity to meet with
12 new hires and present membership materials
13 during new hire orientation and throughout the
14 induction process. (87,96,12,18)

C-22 MENTOR PROGRAMS

1 The Association believes that mentor programs are
2 a means of enhancing the professional expertise of
3 employees and retaining quality educators. The
4 Association also believes that the planning,
5 implementation, and evaluation of such programs
6 must be negotiated and maintained by the school
7 district and the local association.
8 The Association further believes that the duties
9 and responsibilities of all parties must be clearly
10 defined and uniformly administered. Mentors must
11 be selected through a defined process with
12 articulated criteria, be properly educated,
13 compensated, and provided with adequate time to
14 fulfill their responsibilities.

15 The Association believes that any documentation
16 that results from the mentoring process must be
17 confidential and must not be included in the
18 participant's personnel file. The Association also
19 believes that any verbal conversations that result
20 from the mentoring process must also remain
21 confidential. (13)

C-23 STUDENT TEACHING

1 The Association believes that the student teaching
2 experience must be a practical application of the
3 teacher education program with statewide
4 minimum standards. To promote the best
5 candidates, authentic field experience should
6 begin early in the teacher education program.
7 The Association also believes responsibility for the
8 student teaching experience must be shared by
9 schools, teacher preparation institutions, and
10 professional associations, and include the
11 fundamentals of unionism and current issues
12 affecting education professionals.
13 The Association believes that student teachers
14 shall have liability protection through PSEA
15 membership and should be invited to participate in
16 Local, Region, State, and National Association
17 activities.
18 The Association believes that student teachers
19 must comply with all applicable laws and rules and
20 must be under the supervision of an Instructional II
21 certified professional employee. Student teachers
22 must not be used as substitute teachers.
23 The Association also believes certified professional
24 employees supervising student teachers should
25 receive a per diem rate based on a percentage of
26 the previous year's average teacher salary in
27 Pennsylvania.
28 The Association further believes that no student
29 teacher should be coerced to cross a picket line
30 during a labor dispute and should be provided the
31 opportunity to complete their student teaching
32 through reassignment.
33 The Association believes that student teacher
34 observation, by means of media recording, shall
35 only be used as a resource for the student teacher.
36 The Association also believes that ownership of
37 any such recording resides solely with the student
38 teacher.
39 The Association further believes that any recording
40 may only be viewed by the student teacher, the
41 university liaison, and the supervising teacher
42 upon the receipt of appropriate permissions from
43 all parties involved prior to the media recording.
44 The Association opposes the use of standardized
45 test score results as a means of evaluating student
46 teachers and/or teacher training programs.
47 (80,84,86,88,90,95,12,14,15)

C-24 TEACHER CENTERS

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

C-25 SITE-BASED DECISION MAKING

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

C-26 TEACHER PARAPROFESSIONALS

1 The Association believes that professionals should
2 be provided with paraprofessionals to accomplish
3 nonprofessional duties. Appropriate orientation and
4 training programs should be provided.
5 Paraprofessional staff must not be permitted to
6 perform the duties of professional employees.
7 The Association calls upon its local affiliates to
8 resist efforts by school boards to use employment
9 of such personnel to increase class size. The
10 assignment of such personnel to classroom duty
11 should assure increased opportunities for the
12 teacher to know and to work with students. If it is
13 necessary to supplement pupil services with
14 paraprofessionals, local associations are urged to
15 help in establishing guidelines for employment and
16 in placing these ancillary people under the direct
17 supervision of a certified pupil personnel
18 worker. (81,83,84,85,97,04,14)

C-27 USE OF VOLUNTEERS

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

C-28 PARAPROFESSIONALS IN EXCEPTIONAL EDUCATION PROGRAMS

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

C-29 COMMUNITY-BASED SERVICE PROVIDERS

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

C-30 SUPPLY AND DEMAND OF EDUCATORS

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

C-31 ADMINISTRATORS AND SUPERVISORS

1 The Association believes that appropriate
2 preparation programs should be established for all
3 educators in pupil services, supervision, and
4 administration. Such programs should supply the
5 basic and practical educational experience to
6 blend professional skills with the school setting.
7 Areas of instructional content and experience
8 should include participatory decision making,
9 interpersonal skills, personnel selection, staff
10 evaluation, curriculum, school management
11 techniques, and cultural diversity training.
12 Supervision of candidates should be the joint
13 responsibility of the certified school personnel and
14 the preparing institution.
15 The Association believes that prior to credentialing,
16 all administrators shall have served at least five
17 years in a full-time teaching position and
18 periodically return to the classroom for authentic
19 teaching experiences. Areas of instructional
20 content and experience in the credentialing
21 process should include participatory decision
22 making, interpersonal skills, personnel selection,
23 staff evaluation, curriculum, school management
24 techniques, and cultural diversity training.
25 Administrators must be legally certified. Uncertified
26 personnel shall not rate professional employees.
27 The Association believes that job descriptions of
28 administrators shall be available to all professional

29 employees.
30 The Association and the Department of Education
31 should cooperate to develop relevant certification
32 programs for supervisors and ban the use of
33 nonprescribed and noncertificated administrative
34 titles. A certified principal must be employed full
35 time for each 500 elementary school students. A
36 certified assistant should be added when
37 enrollment exceeds 700 students. (84,95,13)

C-32 PUPIL PERSONNEL SERVICES

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

C-33 HEALTH SERVICES

1 The Association believes that any duplication of
2 health services involving federal and state health
3 programs is unnecessary and an inefficient use of
4 public monies.
5 The Association believes that health services
6 provided by a school entity should not be billed to
7 any health insurance carrier through a third party.
8 School health personnel should decide when
9 examinations for the control of health-related
10 problems are necessary. (80,82,88,89,90)

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

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

C-35 ASSOCIATION MEMBERSHIP

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

C-36 SUPPORT OF UNIONS

1 The Association believes in strong unions. The
2 Association supports legislation that:
3 a) Allows employees to form unions by signing
4 cards that would authorize union representation;
5 b) Provides for impasse resolutions; and
6 c) Establishes penalties for violation of employee
7 rights.
8 The Association opposes any attempts to privatize
9 state run entities such as, but not limited to,
10 correctional facilities and wine and spirits stores.
11 (09,16)

C-37 RETIRING/RETIRED MEMBERS

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

C-38 USE OF PROFESSIONAL RESOURCES

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

IV. TO ADVANCE EDUCATIONAL STANDARDS

IV.1 Curriculum and Instruction

D-01 TEACHERS AND THE EDUCATIONAL PROCESS

1 The Association believes that the individual
2 teacher or teams of teachers communicating
3 directly with students have the most worthwhile
4 and profound effects upon what and how children
5 learn. The planning of lessons, the defining of
6 specific learning objectives, the selection of
7 materials used to teach those lessons and the
8 techniques of evaluation should be at the
9 discretion of the individual teacher.
10 The Association regards endeavors by those
11 outside the classroom to dictate or establish
12 specific techniques, lesson formats, learning
13 objectives, teaching styles, evaluation techniques,
14 or materials as presumptuous.
15 The Association believes that there is no one
16 organizational system of schools, classes, or
17 teaching techniques that is best for all schools,
18 classes, or children. Teachers who use different
19 techniques should not be forced to change their
20 styles for the sake of uniformity.

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

D-02 SPECIALIST TEACHERS

1 The Association believes that all special subject
2 areas must be mandated for all levels of public
3 education, including special education, and must
4 be taught only by certified specialists in each
5 respective area.
6 The Association also opposes any plans to
7 weaken the curriculum requirements. The
8 Association believes a regular education teacher
9 should not be required to undertake the duties of
10 specialists, educational specialists, and/or itinerant
11 teachers. In addition, specialists, education
12 specialists, and/or itinerants should not be required
13 to undertake the teaching duties of a regular
14 education teacher. A substitute certified in the
15 respective subject area should be employed in the
16 event of the absence of a specialist teacher of any
17 level of education.
18 The Association further believes that the local
19 school entity must provide the additional
20 professional and paraprofessional staff to
21 effectively meet the needs of all students.
22 Supportive services must be made available to
23 assist teachers in designing and implementing
24 programs for all students. Preservice and inservice
25 education must be provided to facilitate the
26 implementation of these programs.
27 (81,92,97,02,03)

D-03 INSTRUCTIONAL SUPPORT TEACHERS

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

D-04 INTELLECTUAL PROPERTY

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

D-05 IMPROVEMENT OF CURRICULUM

1 The Association believes that each school entity, in
2 shared responsibility with all educators and the
3 members of the community, including youth, must
4 continuously evaluate its curriculum keeping it ever

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

D-06 IMPROVEMENT OF INSTRUCTION

1 The Association believes that teachers through
2 their local education association must take a
3 primary role in designing, implementing, and
4 assessing all instruction.
5 The Association also believes that teachers are
6 best suited to develop and deliver appropriate
7 instructional programs that are consistent with
8 state curriculum standards. The Association further
9 believes that direct observation of students and
10 analysis of data by the teachers who work with the
11 student must guide instructional decisions without
12 fear of reprisal. The Association believes that,
13 while programs such as focusing on scripted
14 learning or pacing charts can serve as viable
15 frames of reference, it is still incumbent on the
16 teachers who work with the student to evaluate the
17 efficacy of all instructional programs and to modify
18 them when necessary in order to address the
19 needs and facilitate the success of each student.
20 (80,84,92,96,97,98,99,07)

D-07 ENDORSEMENT OF EDUCATIONAL MATERIALS AND SERVICES

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

D-08 INSTRUCTIONAL MATERIALS

1 The Association believes that materials must be
2 provided to teach students with all exceptionalities
3 and from diverse cultural backgrounds and to
4 achieve the strategic planning goals of each school
5 entity.
6 The Association further believes that instructional
7 materials and equipment must be provided in

8 sufficient variety and quantity to serve all students.
9 The Association urges its members and staff to
10 serve as a resource to publishers in developing
11 relevant materials for all students. (81,92,95,04)

D-09 SCHOOL LIBRARIES/MEDIA CENTERS

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

D-10 TECHNOLOGICAL TEACHING TOOLS AND THE MEDIA

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

D-11 STANDARDIZED TESTING

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

D-12 EARLY CHILDHOOD EDUCATION

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

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

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

D-14 TEACHING OF LITERACY

1 The Association believes that all candidates for
2 certification in elementary education should be
3 adequately trained in the teaching of literacy.
4 All subject matter teachers should be trained in
5 and incorporate the strategies of literacy in their
6 fields of specialization. (81,97,07,18)

D-15 SCIENCE EDUCATION

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

D-16 ENVIRONMENTAL EDUCATION

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

D-17 THE METRIC SYSTEM

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

D-18 COMPREHENSIVE SCHOOL HEALTH EDUCATION PROGRAM

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

D-19 WORLD LANGUAGES EDUCATION

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

D-20 FAMILY AND CONSUMER SCIENCE EDUCATION

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

D-21 DRIVER EDUCATION

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

D-22 FINANCIAL LITERACY

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

D-23 CAREER AND TECHNICAL EDUCATION

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

D-24 EDUCATIONAL PROGRAMS FOR SCHOOL AGE PARENTS

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

D-25 HIGH SCHOOL GRADUATION COMPETENCY

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

D-26 COMMUNITY EDUCATION

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

IV.2 Educational Environment

D-27 EDUCATIONAL LEGISLATION

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

D-28 LEAST RESTRICTIVE ENVIRONMENT/INCLUSION

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

D-29 INDIVIDUALS WITH DISABILITIES EDUCATION ACT

1 The Association agrees with the intent of the
2 Individuals with Disabilities Education Act. All
3 school employees and related service providers
4 who work with the student with special needs
5 should have input in the development of the
6 Individualized Education Program (IEP), must have
7 access to the IEP, and must share in the
8 implementation of the IEP. Prior to implementation,
9 all necessary education materials, professional
10 development, and supportive services must be
11 provided. All impacted staff members must have
12 an appeal procedure regarding the implementation
13 of the IEP, especially in terms of student
14 placement. The procedure must include the right to
15 have the dissenting opinion recorded and attached
16 to the IEP. Safeguards must be provided to assure
17 that the Individualized Education Plans will not be
18 used in the evaluation or rating process of any
19 school employee or related service provider.
20 Release time must be provided for IEP in-service
21 education, for writing and maintenance of IEP's,
22 and for conference time. The teacher-pupil ratio
23 must be adjusted to take into consideration the
24 additional time and work necessary to write and
25 implement IEP's. The Association also believes that
26 its members must continually monitor the impact of
27 the IEP process on contract provisions such as
28 preparation time, workday, release time, and other
29 working conditions. Close monitoring of all funds
30 for the development and maintenance of IEP's is
31 essential. (97,98,09)

D-30 STANDARDIZED HEALTH RECORDS

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

D-31 CLASS SIZE FOR REGULAR EDUCATION STUDENTS

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

D-32 CLASS SIZE FOR SPECIAL EDUCATION STUDENTS

1 The Association believes that class size
2 maximums should be established based on the
3 needs of students, subject area content, physical
4 facilities, and other criteria as deemed important to
5 the IEP team. The Association believes that class
6 size maximums should be established through the
7 bargaining process.
8 The Association further believes that class size
9 should not increase as the result of a school
10 entity's attempt to reduce the number of teaching
11 positions through reduction in force and/or attrition.
12 The Association also believes existing rules and
13 regulations concerning reductions of staff and
14 programs must be enforced.
15 The Association further believes in the following
16 special education caseloads and class size
17 maximums:
18 Caseloads, the number of students on a teacher's
19 roster, shall be determined on the basis of
20 maximums allowed and the amount of time
21 required to fulfill the specific individualized
22 programs. However, caseloads shall not exceed
23 the established maximums. The duties assumed
24 as a part of caseload include:
25 Consulting with regular class teachers of
26 exceptional students;
27 Observing exceptional students;
28 Assisting in teaching exceptional students
29 regardless of service delivery location;
30 Assisting in the MDT evaluation;
31 Participating as a member of the IEP team.
32 Individual caseloads shall be determined by the
33 accumulated time allowed for providing the special
34 education services and programs specified on the
35 IEPs of students with exceptionalities. In
36 consideration of time available, a teacher's
37 caseload shall allow for necessary travel time
38 between service delivery locations. For
39 supplemental levels of intervention, in any
40 location other than the regular classroom, the
41 Association believes caseload maximums should
42 be capped at:
43 a. Speech and Language Support 65
44 b. Gifted Support 40
45 c. Learning Support 20
46 d. Life Skills Support 15
47 e. Emotional Support 15
48 f. Deaf/Hearing Impaired Support 15
49 g. Blind/Visually Impaired Support 15
50 h. Physical Support 15
51 i. Autistic Support 10
52 j. Multiple Disabilities Support 10
53 For replacement levels of intervention, in any
54 location other than the regular classroom, the
55 Association believes caseloads maximums should
56 be capped at:
57 a. Speech and Language Support 8
58 b. Gifted Support 20

59 c. Learning Support 15
60 d. Life Skills Support 12
61 e. Emotional Support 10
62 f. Deaf/Hearing Impaired Support 8
63 g. Blind/Visually Impaired Support 8
64 h. Physical Support 8
65 i. Autistic Support 6
66 j. Multiple Disabilities Support 6
67 Caseload for services to students included in the
68 regular education classroom should be capped at
69 a ratio of 1 special education teacher per 12
70 students. Caseload for early intervention
71 occupational, physical, and speech therapy, should
72 be limited to 40 students.
73 The Association believes class sizes, the number
74 of students receiving special education services in
75 a room at any one time, should be capped at:
76 a. Gifted Support 20
77 b. Learning Support 10
78 c. Life Skills Support 8
79 d. Emotional Support 8
80 e. Deaf/Hearing Impaired Support 8
81 f. Blind/Visually Impaired Support 8
82 g. Physical Support 5
83 h. Autistic Support 5
84 i. Multiple Disabilities Support 5
85 j. Speech and Language Support 4
86 The Association believes that deviation by less
87 than 25 percent at any one time in any one class is
88 permitted as long as overall compliance throughout
89 the year deviates by no more than ten percent.
90 Deviation must require a written request for a
91 waiver justified on educational grounds with notice
92 to affected parents and teachers noting their right
93 to respond to PDE prior to any decision on waiver.
94 The Association further believes that
95 paraprofessionals must be mandated for all
96 inclusion and special education classes.
97 (81,82,00,01)

D-33 SOCIAL PROMOTION

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

D-34 SAFETY IN SCHOOLS

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

D-35 SCHOOL VIOLENCE

1 The Association supports efforts to identify causes
 2 of school violence at all levels. The Association
 3 further supports the planning and implementation
 4 of activities to prevent and/or eliminate violence in
 5 schools.
 6 The Association supports educational programs
 7 that emphasize gun safety and increased
 8 awareness of the need to keep firearms secured.
 9 The Association believes that all school entities
 10 must have an emergency plan that can be
 11 implemented should a violent act occur.
 12 The Association believes that all public-school
 13 personnel must be educated in effective options to
 14 utilize when faced with a violent or potentially
 15 violent situation.
 16 The Association believes that the public must be
 17 informed about the issue of violence in local school
 18 entities. The Association believes every community
 19 must support local school boards in developing
 20 and implementing alternative programs, providing
 21 facilities and appropriate personnel, reducing class
 22 size in order to promote a healthy climate for the
 23 educational process and to reduce the potential for
 24 violence in the schools.
 25 The Association believes all school entities should
 26 utilize educational employees' input to create clear,
 27 enforceable discipline codes.
 28 (80,84,86,98,99,01,13)

D-36 SUBSTANCE ABUSE/CHEMICAL DEPENDENCY

1 The Association encourages local school entities to
 2 establish drug education programs at the primary,
 3 intermediate, 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
 8 intervention and rehabilitation programs to develop
 9 and maintain a dependency-free life. (90,97,15)

D-37 FLUORIDATION

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

D-38 SEXUAL ORIENTATION AND GENDER IDENTIFICATION

1 The Association believes that all persons,
 2 regardless of sexual orientation or gender
 3 identification, should be afforded equal opportunity
 4 and guaranteed a safe and inclusive environment
 5 within the public education system. The

6 Association also believes that every school entity
 7 should provide voluntary counseling
 8 services and programs that are staffed by
 9 personnel trained to address issues related to
 10 sexual orientation or gender identity. (16)

D-39 EXTRA DUTIES

1 The Association believes that the quality and
 2 continuity of instruction of all students should be a
 3 priority and, therefore, teachers should not be
 4 assigned to non-instructional duties or class
 5 coverages during instructional time. (86)

D-40 CELL PHONES/PERSONAL COMMUNICATION DEVICES

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

D-41 CONSERVATION

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

D-42 ATHLETIC PROGRAMS

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

V.	TO PROMOTE A POSITIVE EDUCATIONAL ENVIRONMENT THAT ADDRESSES THE NEEDS OF THE WHOLE CHILD	12	on the topic of child abuse.
		13	(80,81,85,93,95,02,14,15)
V.1	Health and Welfare	V.2	Educational Content
E-01	NATIONAL HEALTH CARE	E-07	STUDENT RIGHTS AND RESPONSIBILITIES
1	The Association believes that access to an	1	The Association believes that basic student rights
2	affordable comprehensive, national health care	2	include the right to free inquiry and expression; the
3	program is a right of every citizen.	3	right to freedom of association; the right to freedom
4	The Association also believes that any national	4	of peaceful assembly and petition; the right to
5	health care program should allow citizens the	5	participate in the governance of the school,
6	option to maintain their current health care plan.	6	college, and university; the right to freedom from
	91,95,09)	7	discrimination; the right to freedom from
		8	commercial exploitation; and the right to equal
		9	educational opportunity.
E-02	STUDENT HEALTH SERVICES	10	The Association believes that each of these rights
1	Health service programs for school-age students	11	carries with it a comparable responsibility. Student
2	should be effectively and efficiently coordinated by	12	responsibilities include regular school attendance,
3	properly certificated personnel within the existing	13	conscientious effort in classroom work, and
4	school health programs. The school district shall	14	conformance to school rules and regulations. No
5	be reimbursed for these services. (16)	15	student has the right to interfere with the education
		16	of other students. It is the responsibility of each
E-03	NUTRITION	17	student to respect the rights of everyone involved
1	The Association believes that proper nutrition is	18	in the educational process. Students have the
2	essential to student success. School food service	19	responsibility to cooperate with all education
3	programs should be supported by public funds and	20	employees in developing a climate within the
4	shall be nutritionally balanced, appealing, and	21	school that is conducive to learning.
5	affordable.	22	(80,84,98,10,12)
6	The Association further believes that only		
7	nutritionally wholesome foods should be available	E-08	CHARTER SCHOOLS/CYBER-CHARTER
8	for students at school. (90,13)		SCHOOLS
E-04	STUDENT IMMUNIZATIONS	1	The Association believes that any charter/cyber-
1	The Association believes that immunizations are	2	charter school proposal must directly involve public
2	necessary to control and eradicate infectious	3	school employees in the design, implementation,
3	diseases.	4	and governance of these schools and programs.
4	The Association further believes that all students	5	Charter/cyber-charter schools must not divert
5	must have the required immunizations in order to	6	current funds from any public-school programs.
6	attend school.	7	Procedures must be in place to adequately
7	The Association recognizes that students may be	8	safeguard: local association contracts and other
8	exempted from these immunizations only for	9	employment provisions for all employees; non-
9	religious or documented medical reasons. (15)	10	discriminatory and equal educational opportunities;
		11	staffing and financial responsibilities; compliance
E-05	PSYCHOLOGICAL SERVICES	12	with laws, regulations and standards that govern
1	The services of a psychiatrist should be available	13	public schools.
2	for psychiatric evaluations of students and for	14	The Association believes that all public-school
3	consultations with parents and teachers of children	15	students, including charter/cyber-charter school
4	with adjustment difficulties. (16)	16	students, must be required to meet the same
		17	proficiency requirements on the same state-
		18	mandated assessments.
E-06	CHILD ABUSE AND NEGLECT	19	The Association also believes that any scores from
1	The Association believes that all children must be	20	mandated tests should be attributed only to that
2	protected from physical abuse, emotional abuse,	21	charter or cyber-charter school in which the
3	sexual abuse, and neglect committed by adults or	22	student is enrolled.
4	children. Policies must be adopted to end abuse	23	The Association further believes that charters
5	and neglect in all school programs.	24	should be granted for a limited period of time and
6	The Association also believes that education	25	should serve as labs for field testing and curricular
7	employees must be informed of their legal rights	26	innovations. Renewal of charters should be
8	and responsibilities related to reporting suspected	27	contingent upon achievement of objectives,
9	cases of child abuse and neglect.	28	missions, goals, and standards required by the
10	The Association further believes that districts	29	Department of Education.
11	should provide on-going professional development	30	The Association believes that charters should be

31 monitored on a continuing basis and be subject to
32 modification or revocation at any time if the
33 students' or the public's interest is at stake.
34 The Association also believes that charter/cyber-
35 charter schools must provide equal access to all
36 students with exceptionalities.
37 The Association believes that legislation pertaining
38 to employment qualifications and evaluations
39 should be uniform for employees of public and
40 charter/cyber-charter schools.
41 (95,02,07,10,11,12,13)

E-09 HOME SCHOOLING

1 The Association believes that home schooling
2 programs based on parental choice do not provide
3 the student with a comprehensive educational
4 experience. When home schooling occurs,
5 students enrolled must meet all state curricular
6 requirements, including the taking and passing of
7 assessments to ensure adequate academic
8 progress.
9 The Association believes that all public-school
10 students, including home schooled students, must
11 be required to meet the same proficiency
12 requirements on the same state-mandated
13 assessments.
14 The Association also believes that any mandated
15 testing scores of home-schooled students should
16 not be attributed to any school district.
17 The Association further believes that when home
18 schooling is a matter of parental preference, all
19 expenses should be borne by the parents. (08,11)

E-10 CAREER AND TECHNICAL EDUCATION

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

E-10 STUDENT TRANSFERS

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

E-11 TRANSFER OF STUDENT RECORDS/PORTFOLIOS

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

E-12 REDUCTION IN STUDENT NUMBERS

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

E-13 CLASS SIZE

1 The Association believes that small class size will
2 improve student achievement.
3 The Association believes that a maximum class of
4 15 students is appropriate for kindergarten through
5 grade three; a maximum class size of 18 students
6 in grades four and five; and a maximum of 20
7 students in grades six through twelve.
8 The Association believes that resources must be
9 provided to schools and districts serving low-
10 income students to restrict class sizes in the
11 primary grades. (16)

E-14 MANDATORY ATTENDANCE LAWS

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

E-15 STUDENT EMPLOYMENT

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

E-16 SAFETY EDUCATION

1 The Association believes that safety education for
2 all students should be a joint endeavor involving
3 students, parents/guardians, school employees,

4 and the community at large. Comprehensive
5 safety education programs addressing safety
6 issues and concerns should be made available to
7 everyone involved so they may contribute to the
8 protection and well-being of all students. (10)

E-17 ADMINISTRATION OF STANDARDIZED TESTS

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

V.3 Discipline and Behavior

E-18 BULLYING

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

E-19 DISRUPTIVE BEHAVIOR

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

27 unit should have the right to reflect the concerns of
28 the profession at a student suspension or
29 expulsion hearing. (80,90,04,13)

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

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

V.4 School

E-21 CORPORAL PUNISHMENT

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

E-22 JUVENILE OFFENDERS

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

V.5 Special Circumstances

E-23 EDUCATION FOR INDIVIDUALS WITH EXCEPTIONALITIES

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

14	exceptionalities must be provided with ongoing	2	be taught in school facilities that have healthy
15	professional development to stay current with	3	indoor air quality, be safe from environmental and
16	legislation and best practices relating to the	4	chemical hazards, and be safe from hazardous
17	education of individuals with exceptionalities.	5	electromagnetic fields.
18	The Association further believes that intermediate	6	The Association further believes that it is
19	units must be utilized to provide special services	7	incumbent on school entities to be forthcoming
20	for pre-school children with exceptionalities when	8	with information regarding mold infestation and
21	these services are not available in a local school	9	other indoor environmental hazards in school
22	entity. (81,15)	10	facilities. Periodic independent testing for harmful
E-24	REQUIRED STATE AND LOCAL	11	water and detrimental airborne particles/agents
	ASSESSMENTS FOR INDIVIDUALS WITH IEPs	12	that can affect the health of any individual must be
1	The Association believes that the Individualized	13	performed by a licensed third-party and publicly
2	Educational Plan (IEP) team should dictate which	14	reported to all stakeholders. Corrective actions
3	required state and local assessments are deemed	15	should be completed to eliminate the problems in a
4	appropriate for students with exceptionalities and	16	timely manner.
5	allow for exclusions and/or alternative forms of	17	The Association supports facility designs with the
6	assessment.	18	use of RG non-toxic materials that promote healthy
7	(05,06)	19	indoor air quality through properly designed,
E-25	CHILDREN OF MIGRANT AND MOBILE	20	installed, and maintained heating, ventilation, and
	FAMILIES	21	air conditioning (HVAC) systems. (18)
1	The Association supports state and federal	E-29	INDIVIDUAL LEARNING. GROWTH, AND
2	legislation guaranteeing equal educational		DEVELOPMENT
3	opportunities for the children of displaced, migrant,	1	The Association believes that learners grow and
4	and mobile families. (81,84,17)	2	develop at different rates and in different ways.
E-26	PARENT/TEACHER CONFERENCES	3	Individual learning progresses in a highly complex
1	The Association believes that parents/guardians of	4	manner that includes periods of rapid growth and
2	school age children have a responsibility to attend	5	periods of intellectual consolidation.
3	parent-teacher conferences. The Association also	6	The Association also believes that individuals learn
4	believes that individual school districts should	7	best in caring, challenging, and safe environments
5	strongly encourage parents/guardians to attend	8	that support and engage each learner. Individual
6	these conferences. (10)	9	students require learning opportunities that are
E-27	SCHOOL ENVIRONMENT AND DISCIPLINE	10	differentiated and responsive to their needs,
1	The Association believes that a safe and	11	interests. and learning styles.
2	supportive environment in which students are	12	The Association further believes in the use of
3	treated with dignity is the right of every student.	13	developmentally appropriate instructional
4	The Association also believes that school entities	14	practices. (18)
5	should promote the study, development and	E-30	PHYSICAL ACTIVITY AND RECESS
6	funding of a variety of effective disciplinary	1	The Association believes that regular physical
7	procedures.	2	activity provides an active form of learning that
8	The Association further believes that policies	3	encourages a healthy lifestyle and promotes
9	promoting educational processes, which	4	physical, mental, and emotional wellness. This
10	emphasize prevention, effective interventions, and	5	physical activity should be provided for all
11	rehabilitation, will decrease the need for out of	6	students through physical education classes,
12	school suspensions, expulsions, in school arrests,	7	recess, and movement activities scheduled
13	and the practice that is commonly called the	8	throughout the day.
14	school-to-prison pipeline. (17)	9	The Association also believes that recess allows
E-28	ENVIRONMENTALLY SAFE SCHOOLS	10	students to develop interpersonal and problem
1	The Association believes that all students should	11	solving skills and that it is not a substitute for a
		12	comprehensive physical education program.
		13	The Association further believes that withholding
		14	recess should be implemented sparingly. (18)

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