



RESOLUTIONS AS ADOPTED

NEOEFA REPRESENTATIVE ASSEMBLY

NOVEMBER 12, 2011

PAINESVILLE HARVEY HIGH SCHOOL

**Resolutions of the
North Eastern Ohio Education Association
2011-12**

Definition

A resolution:

- A. shall define a goal
- B. shall formally state and/or clarify a goal, policy, principle, or a point of philosophy
- C. may state appropriate action to be taken
- D. shall upon passage constitute a group action

Preamble

Resolutions stated herein are in agreement with the purposes of the North Eastern Ohio Education Association (hereinafter designated as We in the resolutions). The NEOEA shall:

- A. Serve as the voice for education in Northeastern Ohio
- B. Advance the cause of education for all individuals
- C. Promote the health and welfare of children and/or students
- D. Promote professional excellence among educators
- E. Gain recognition of the basic importance of the teacher in the learning process and other employees in the educational effort
- F. Protect the rights of educational employees and advance their interests and welfare
- G. Secure professional autonomy
- H. Unite educational employees for effective citizenship
- I. Promote and protect human and civil rights
- J. Obtain for its members the benefits of an independent, united education profession

TABLE OF CONTENTS

A. SERVE AS THE VOICE FOR EDUCATION IN NORTHEASTERN OHIO	1
A-1 UNITED STATES DEPARTMENT OF EDUCATION	1
A-2 VOUCHER AND TUITION TAX CREDIT PLANS	1
A-3 NON-TRADITIONAL PUBLIC SCHOOL OPTIONS	1
A-4 ADEQUATE FUNDING	2
A-5 EQUITABLE TAX REFORM	2
A-6 DELAYED TAX MONIES	2
A-7 STATE SCHOOL BOARD MEMBERS	2
A-8 SUPPLEMENTAL FUNDING FOR PUBLIC EDUCATION	3
A-9 BUSINESS SUPPORT FOR PUBLIC EDUCATION	3
B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS.....	3
B-1 MODERNIZATION OF CURRICULUM	3
B-2 VOCATIONAL/CAREER AND TECHNICAL EDUCATION	3
B-3 INDUSTRIAL TECHNOLOGY EDUCATION.....	4
B-4 ENERGY EDUCATION.....	4
B-5 FAMILY AND CONSUMER SCIENCE.....	4
B-6 ENVIRONMENTAL EDUCATION	4
B-7 CLASSROOM USE OF ANIMALS.....	5
B-8 LABOR MOVEMENT EDUCATION	5
B-9 ADULT BASIC EDUCATION/LITERACY PROGRAMS.....	5
B-10 SUMMER SCHOOL	5
B-11 FINE ARTS IN EDUCATIONAL PROGRAMS.....	5
B-12 DEMOCRACY AND CITIZENSHIP EDUCATION.....	5
B-13 HIGHER EDUCATION.....	6
B-14 HOME SCHOOLING	6
B-15 CULTURAL DIVERSITY IN INSTRUCTION.....	6
B-16 BILINGUAL AND ELL EDUCATION.....	7
B-17 MEDIA CENTERS.....	7
B-18 SCHOOL BUILDINGS AND EQUIPMENT.....	7
B-19 VIOLENCE FREE SCHOOLS	8
B-20 INVOLVEMENT OF PARENTS AND GUARDIANS	8
B-21 FAMILY STABILITY	9
B-22 PHYSICAL EDUCATION.....	9
B-23 SCIENCE CURRICULUM AND STANDARDS.....	9
B-24 FINANCIAL AID FOR HIGH SCHOOL GRADUATES.....	10
B-25 METRIC SYSTEM/INTERNATIONAL SYSTEM OF UNITS	10
B-26 FOREIGN/WORLD AND CLASSICAL LANGUAGE EDUCATION.....	10
B-27 LIFE-SAVING TECHNIQUES	11
B-28 TECHNOLOGY IN THE EDUCATIONAL PROCESS	11
B-29 INTERNET ACCESS.....	11
B-30 ECONOMIC LIFE SKILLS	11
C. PROMOTE THE HEALTH, SAFETY, AND WELFARE OF CHILDREN AND/OR STUDENTS.....	12
C-1 HEALTH CARE FOR ALL CHILDREN	12
C-2 SCHOOL NURSES.....	12
C-3 EARLY CHILDHOOD EDUCATION.....	12
C-4 SCHOOL MEAL PROGRAMS.....	13
C-5 STUDENT TRANSPORTATION.....	13
C-6 CHILD CARE	14

C-7	PROGRAMS BEFORE AND AFTER SCHOOL	14
C-8	ELIMINATING ENVIRONMENTAL HAZARDS AT EDUCATIONAL FACILITIES.....	14
C-9	MENTAL HEALTH.....	15
C-10	PROMOTING FEMALE PARTICIPATION IN MATHEMATICS, SCIENCE, AND TECHNOLOGY.....	15
C-11	EDUCATION FOR STUDENTS WITH DISABILITIES	15
C-12	INCLUSION.....	16
C-13	GIFTED AND TALENTED STUDENTS	17
C-14	CHILD ABUSE AND MISSING CHILDREN.....	17
C-15	FAMILY/DOMESTIC VIOLENCE AND NEGLECT.....	18
C-16	ALTERNATIVE PROGRAMS FOR AT-RISK AND/OR SPECIAL NEEDS STUDENTS.....	18
C-17	EDUCATIONAL AND CUSTODIAL SERVICES FOR EMOTIONALLY DISTURBED CHILDREN.....	19
C-18	GUIDANCE AND COUNSELING.....	19
C-19	SUBSTANCE ABUSE.....	19
C-20	STUDENT EMPLOYMENT	20
C-21	STUDENT RIGHTS AND RESPONSIBILITIES	20
C-22	EXTREMIST/TERRORIST GROUPS.....	20
C-23	CHILDREN AND THE MEDIA	21
C-24	JUVENILE DETENTION AND INCARCERATION.....	21
C-25	PROTECTING STUDENTS WITH ALLERGIES.....	21
C-26	SCHOOL EMERGENCY PLANS	22
C-27	SAFE AND ORDERLY SCHOOL CLIMATES AND COMMUNITIES	22
C-28	HOMELESS STUDENTS	22
D.	PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS	23
D-1	EVALUATION OF EDUCATIONAL PERSONNEL	23
D-2	PROFESSIONAL DEVELOPMENT/INSERVICE TRAINING	24
D-3	CODE OF ETHICS OF THE EDUCATION PROFESSION.....	24
D-4	ELEMENTS OF PROFESSIONAL GROWTH	24
D-5	A COMPETENT CERTIFICATED/LICENSED EDUCATOR IN EVERY PROFESSIONAL POSITION.....	24
D-6	LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES (LPDC).....	25
D-7	A FULLY QUALIFIED EMPLOYEE IN EVERY EDUCATION SUPPORT PROFESSIONAL POSITION.....	25
E.	GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT	26
E-1	ACADEMIC FREEDOM	26
E-2	TEACHER INVOLVEMENT IN CURRICULUM DEVELOPMENT.....	26
E-3	MATERIAL SELECTION	26
E-4	RELIGIOUS HERITAGE IN INSTRUCTIONAL MATERIALS	26
E-5	TESTING.....	27
E-6	STATE MANDATED TESTING.....	27
E-7	CHALLENGES TO MATERIALS AND TEACHING TECHNIQUES.....	27
F.	PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTEREST AND WELFARE.....	28
F-1	ACCOUNTABILITY	28
F-2	SOCIAL PROMOTION OF STUDENTS.....	28
F-3	FRINGE BENEFITS.....	29
F-4	CONTRACT ENFORCEMENT.....	29
F-5	SALARY GOALS.....	29
F-6	CERTIFICATED/LICENSED TUTORS	30
F-7	MEDICAL BENEFITS.....	30
F-8	ADDITIONAL DUTIES.....	30
F-9	REQUIRED ATTENDANCE OUTSIDE THE NORMAL WORK DAY	31
F-10	SUPERVISORY VACANCIES	31
F-11	WORKING CONDITIONS	31

F-12	ENVIRONMENTALLY SAFE SCHOOL.....	31
F-13	STRESS.....	32
F-14	LEARNING ENVIRONMENT.....	32
F-15	ASSAULTS ON EDUCATIONAL EMPLOYEES.....	32
F-16	RETIREMENT.....	33
F-17	PREVENTION OF VANDALISM TO PROPERTY AT EDUCATIONAL FACILITIES AND FUNCTIONS.....	33
F-18	STATE PUBLIC RETIREMENT SYSTEMS.....	33
F-19	MANDATORY SOCIAL SECURITY.....	34
F-20	PROTECTION OF SOCIAL SECURITY ENTITLEMENTS.....	34
F-21	CONTINUING EMPLOYMENT AND FAIR DISMISSAL.....	34
F-22	PERSONAL LIFE OF EDUCATIONAL EMPLOYEES.....	34
F-23	HIV/AIDS AND HEPATITIS AWARENESS.....	34
F-24	HEALTH CARE RECORDS.....	34
F-25	COLLECTIVE BARGAINING.....	35
F-26	STAFF REDUCTION OF TEACHERS.....	35
F-27	SITE-BASED SHARED DECISION MAKING.....	35
F-28	INVOLUNTARY TRANSFERS.....	36
F-29	DUAL CERTIFICATION/LICENSURE.....	36
F-30	WITHDRAWAL OF SERVICES.....	36
F-31	SABBATICAL LEAVE.....	36
F-32	SCHOOL CALENDAR.....	36
F-33	RELEASED TIME.....	36
F-34	SUBSTITUTES.....	36
F-35	SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS.....	37
F-36	CLASSROOM EDUCATION PROFESSIONALS.....	37
F-37	USE OF STUDENT TEACHERS.....	37
F-38	STUDENTS, EDUCATIONAL AIDES, AND/OR ASSISTANTS.....	38
F-39	VOLUNTEERS IN PUBLIC SCHOOLS.....	38
F-40	SUBCONTRACTING.....	38
F-41	PARITY FOR STATE EDUCATIONAL EMPLOYEES.....	38
F-42	PROTECTION OF ADVOCATES.....	39
F-43	PERSONAL APPEARANCE.....	39
F-44	PART-TIME FACULTY.....	39
F-45	EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION.....	40
F-46	BOARD MEETINGS.....	40
F-47	JOB DESCRIPTIONS.....	40
F-48	PERFORMANCE PAY CONCEPTS.....	40
G. SECURE PROFESSIONAL AUTONOMY.....		41
G-1	PROFESSIONAL PRACTICES BOARD.....	41
G-2	NATIONAL CERTIFICATION.....	41
G-3	MASTER TEACHER.....	41
H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP.....		41
H-1	PUBLIC RELATIONS.....	41
H-2	PUBLIC OPINION SURVEYS.....	42
H-3	PARTICIPATION IN POLITICAL ACTIVITIES.....	42
H-4	POLITICAL AWARENESS.....	42
H-5	FREE AND FAIR ELECTIONS.....	43
I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS.....		43
I-1	EQUAL RIGHTS AMENDMENT.....	43
I-2	HUMAN RELATIONS.....	43
I-3	TITLE IX COMPLIANCE.....	43
I-4	CIVIL RIGHTS.....	43
I-5	SEXUAL HARASSMENT.....	44

I-6	GENDER EQUITY	44
I-7	PRAYER IN THE PUBLIC SCHOOLS	44
I-8	MOMENTS OF SILENCE	44
I-9	BULLYING.....	44
I-10	HUMAN TRAFFICKING	45
J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT UNITED EDUCATION PROFESSION.....		45
J-1	UNISERV.....	45
J-2	PROFESSIONAL MEMBERSHIP.....	45
J-3	MEMBERSHIP IN OEA/NEA ASSOCIATE ORGANIZATIONS.....	45
J-4	COORDINATING BARGAINING	46
J-5	AGENCY SHOP.....	46
J-6	RETIRED MEMBER PARTICIPATION.....	46
J-7	STUDENT MEMBER PARTICIPATION.....	46
J-8	THE RIGHT TO ORGANIZE.....	46
ADDENDUM		48
	CODE OF ETHICS OF THE EDUCATION PROFESSION.....	48
	PREAMBLE.....	48
	PRINCIPLE I – COMMITMENT TO THE STUDENT.....	48
	PRINCIPLE II – COMMITMENT TO THE PROFESSION	49
	SYMBOL OF THE UNITED EDUCATION PROFESSION.....	49

Resolutions of the North Eastern Ohio Education Association 2011-12

A. SERVE AS THE VOICE FOR EDUCATION IN NORTHEASTERN OHIO

A-1 United States Department of Education

We believe it is imperative to maintain an adequately funded United States Department of Education and that the department must be a major force for improvement of public education in the United States. (78-05)

A-2 Voucher and Tuition Tax Credit Plans

We oppose all voucher and tuition tax credit plans that remove public money from public educational institutions. We are especially concerned when such programs lead to racial, economic, and social isolation of children.

We believe that using vouchers, using tax credits, or changing funding formulas to provide federal, state, or local finances to parents/guardians/caregivers for students to attend non-traditional or private schools weakens public education.

We further believe that every child is entitled to a free, equitable, and quality public education. (77-11)

A-3 Non-Traditional Public School Options

We encourage innovation in public education. However, we believe that when concepts such as charter schools, virtual schools, and other non-traditional school options are proposed, all school employees must be directly involved in the design, implementation, and governance of these programs. In addition, virtual schools should not be the sole source of a child's education, except when dictated by the child's Individualized Education Plan.

We further believe that plans for non-traditional public school options should not negatively impact the regular public school program, must safeguard employee contracts, and must meet the following criteria:

- a. have open admissions policies and be tuition-free;
- b. be non-sectarian in their programs, admission policies, employment practices, and all other operations, and not be affiliated with a sectarian school or religious institution;

- c. be fiscally accountable and subject to the same federal and state audit requirements as other public elementary and secondary schools in the state;
- d. have clear objectives, missions, and goals for which they are periodically assessed and held accountable to the public;
- e. meet the needs of at-risk students and those requiring special education services;
- f. have adequate start-up resources and funding mechanisms that do not harm the district or other traditional public schools in that district;
- g. meet the equivalent safety and health standards as required for existing (non-community) public school districts;
- h. comply with all federal, state, and local laws and policies regarding due process, nondiscrimination, and equal educational opportunity;
- i. have a teaching force that is state-certified;
- j. operate on a basis of voluntary participation by students, faculty, and staff;
- k. ensure all school staff have the same collective bargaining rights provided other public school employees under state law, and comply with all state-required regular, periodic assessments and evaluations of student academic achievement; and
- l. meet the same standards of academic performance and operational standards required of traditional public schools. (77-10)

A-4 Adequate Funding

We believe that adequate funding is necessary to provide for a thorough and efficient education in the state of Ohio.

We further believe that all education mandates must be fully funded. (78-08)

A-5 Equitable Tax Reform

We believe that equitable tax reform in the State of Ohio is essential to provide for quality education. (78)

A-6 Delayed Tax Monies

We condemn the practices of state and county officials who delay the payment of tax monies to educational governing boards and force them to borrow in anticipation of these funds. We further urge that state and county officials make timely payment of tax monies and set notification dates for deliveries of such funds. (77-09)

A-7 State School Board Members

We believe that the State School Board shall be comprised entirely of members elected to office by their constituencies. (98)

A-8 *Supplemental Funding for Public Education*

We believe tax credit programs, management-by-objective systems, block grants, educational foundation grants, federally-funded educational incentive programs, stimulus grants, and revenue-sharing programs must be monitored to prevent abuses detrimental to public education. (00-10)

A-9 *Business Support for Public Education*

We encourage our local affiliates to establish liaisons with local businesses and industries in order to enhance educational programs.

We believe that the business community should play substantive, responsible, and cooperative roles in the financial support of public education in Ohio and that the business community should not seek, nor governing boards grant, tax breaks to avoid paying an equitable share of the cost of public education.

We urge local affiliates to develop coalitions with the business community to advocate adequate and stable funding for public education. We welcome cooperative programs, resource assistance, release of employees for parent-teacher conferences, and the donation of specialized equipment or services by the business community, but believe that such programs must be supplementary to adequate funding of public education.

Furthermore, we believe that local affiliates should engage in efforts to prevent the use of programs in the public schools that involve the marketing and/or the promotion of products that exploit students.

We welcome input from the business community to help implement State Standards, but recognize that final decisions about educational programs remain with the local governing board. (77-10)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

B-1 *Modernization of Curriculum*

We believe that public education must help students meet the challenges of modern life, compete successfully in the modern world, improve the quality of life, and encourage life-long learning. (77-10)

B-2 *Vocational/Career and Technical Education*

We believe vocational/career and technical education should ensure a broad range of career options. It should be geared to both training in specific skills and further education of the student. Vocational/career and technical education should provide educational opportunity for students:

- a. To acquire the basic skills needed to function in society
- b. To acquire marketable skills
- c. To further their education or training for careers
- d. To continue post-secondary education.

We further believe that vocational/career and technical education should be used as a tool in eliminating sex, age, race, and ethnic biases in employment opportunities.

We support vocational/career and technical education as a major component of education. To be effective, vocational/career and technical education should be preceded by career awareness and exploration programs. These exploratory courses should be incorporated into traditional academic courses and into industrial and practical arts education courses. (99)

B-3 Industrial Technology Education

We believe that industrial technology education must be an integral part of the Pre-K through 12 curriculum and should be state mandated. This subject must be taught by licensed specialists in the field, in hazard-free settings, and with state-of-the-art equipment. We believe that cuts in industrial technology education as a method of budget reduction are counterproductive and irresponsible. (77-10)

B-4 Energy Education

We support educational programs that increase understanding of energy, environmentally safe alternative energy sources, and energy conservation practices. We further urge the development and implementation of programs to educate the general public concerning the need for, and benefits of, energy conservation and the use of reusable and recyclable products. (77-11)

B-5 Family and Consumer Science

We believe that the study of family and consumer science must be state mandated and state funded.

We further believe these programs should be afforded to all students to prepare them to become adults who can live independently, make homes for themselves, and care for families. These programs should be taught by licensed specialists, in modern settings, with safe state-of-the-art equipment. We oppose cuts in family and consumer science as a means of reducing instructional budgets. (92-11)

B-6 Environmental Education

We believe the environment must be protected. We urge the establishment and maintenance of federal, state, and local wilderness areas, recreational areas, refuge areas, and designated green areas. We believe that the public schools need

environmental education to produce an awareness and understanding of environmental problems confronting society. (77-03)

B-7 Classroom Use of Animals

We believe that educators at all levels should develop and/or implement guidelines concerning the humane use of animals in the classroom and alternatives to using animals in the classroom. We further believe in the use of classroom animals for observation studies and for the development of empathy among students for all forms of life. (77-09)

B-8 Labor Movement Education

We believe that the influence of the labor movement and unionism on the growth of the United States, as well as the reasons for the celebration of Labor Day, should be an integral part of the curriculum in our schools. (77-09)

B-9 Adult Basic Education/Literacy Programs

We believe that governing boards should receive adequate financial state assistance in order to provide adult basic education programs that will enable more adults to complete their formal education and to retrain the semi-skilled and skilled worker. We further believe that state and federal funding should be provided for effective adult literacy programs. (78-94)

B-10 Summer School

We believe that all governing boards should have and continually expand summer school programs that enable students to attend and take courses that meet personal and academic needs. Summer school programs should parallel the content and curriculum of the school year course and be taught by licensed professionals. (78-10)

B-11 Fine Arts in Educational Programs

We believe that the arts are a vital part of a student's education and urge all schools to develop and support programs by which students become observers and participants in music, the visual arts, dance, literature, and drama. We oppose cuts in arts curricula and staffs as a method of reducing instructional budgets. (77-09)

B-12 Democracy and Citizenship Education

We believe that law related education and instruction in democratic processes must be an integral part of the curriculum in the public schools. We encourage teachers, lawyers, court personnel, lawmakers, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (87-05)

B-13 Higher Education

We believe that higher education and post-secondary education serve to foster educational development, basic research and scholarship, career preparation, and preparation for life. We support access to collegiate programs for all qualified students without regard to age, gender, race, economic, or military registration status.

We believe that higher education units must be allowed to determine the criteria for employee evaluation, promotion, work load, and compensation through the collective bargaining process.

We support the expansion of funding for higher education, including historically African American and developing institutions. We support funding programs in higher education that are based not only on enrollment, but that also take into consideration student and program needs. Programs for student financial assistance that assure access and choice for all qualified students—regardless of financial means—who wish to pursue higher education must be guaranteed.

We further believe that both governmental and private sectors need to provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded on the basis of merit without discrimination. The dissemination of grants must not be used to influence university decisions and policies. We believe that academic freedom applies to research and the dissemination of research results. (77-11)

B-14 Home Schooling

We believe that home schooling programs cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet all state requirements. Home schooling should be limited to the children of the immediate family, with all expenses being borne by the parents/guardians/care-givers. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the State Department of Education should be used.

We also believe that home-schooled students should not participate in any extracurricular activities in the public schools.

We further believe that local public school systems should continue to have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting from a home school setting. (00-11)

B-15 Cultural Diversity in Instruction

We believe that educational programs should strive to portray a full range of human diversity and encourage teaching methods which assist students in gaining an understanding, appreciation, and acceptance of those who are culturally, ethnically, socially, or personally different from themselves.

We also believe in the importance of observances, programs, and curricula that accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and individuals.

We encourage affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (96-11)

B-16 Bilingual and ELL Education

We believe that limited English Language Learners (ELL) students must have available to them instructional materials, resources, and programs that address their unique needs and that provide equal opportunity to all students, regardless of their primary language. Programs for ELL students should emphasize English proficiency while concurrently providing meaningful instruction in all other curricular areas. ELL students should be placed in bilingual education programs to receive instruction in their native language until such time as English proficiency is achieved. Students should not be enrolled in special education classes solely because of linguistic differences.

We value bilingual and multilingual competence and support programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English.

We support Federal and state legislation which would require and fully fund bilingual and ELL programs for all students who are not proficient in the English language because it is not their primary language. Legislation must provide funds to expand current bilingual and ELL programs, including those for teacher preparation. (88-09)

B-17 Media Centers

We believe that every school or educational facility in Ohio should have a media center. Each media center should be staffed by at least one certificated/licensed media specialist and by a certificated/licensed substitute in case of absence.

We believe that adequate funding for print and non-print materials is necessary to support the curricular needs of faculty and students. (78-11)

B-18 School Buildings and Equipment

We believe that children learn best in a pleasant physical environment. The physical environment must keep pace with changes in the methods of presenting instructional materials. Schools must be safe, healthful and attractive.

To reach the above goal, we believe that:

- a. A thorough and timely study of environmental impact should be conducted prior to the purchase or use of a site for any educational facility.

- b. School buildings should be designed for an atmosphere conducive to learning.
- c. The classroom is a center of learning. All needed equipment and materials should be provided at school by board expense. Teachers should not take needed teaching or preparation time to conduct money raising activities to purchase needed equipment and supplies.
- d. Educational employees should be active participants in site selection and building design in order that the resulting facility best serves the needs of students and staff.
- e. School buildings should be safe for students and employees. Appropriate safety concerns include: freedom from hazards such as asbestos, lead-based paint, harmful fumes, and stinging insects; adequate supplies of potable water; sanitary, well-maintained restroom facilities; and smoke alarms, emergency sprinklers, effective emergency communications systems, and emergency lights. (78-05)

B-19 Violence Free Schools

We believe that school employees and students should be safe from violence. The appropriate agencies—including public safety agencies, school administrators, and local, state, or national governments—have an obligation to use their authority to prevent violence in schools.

We support the creation of posted gun-free/drug-free/crime-free zones as well as neighborhood watch zones in areas proximate to school property.

We believe that mandatory penalties must be enacted for criminal actions involving deadly weapons or look-alikes on school property.

We urge governing boards to pass student conduct codes that will provide punishments for unauthorized actions involving deadly weapons or look-alikes. Such punishments must include expulsion, removal to a more restrictive environment, or home-bound instruction.

We support the development of strategies, instructional materials, and activities that will encourage nonviolent resolution of interpersonal and societal conflicts. (78-11)

B-20 Involvement of Parents and Guardians

We believe that parents and guardians are an integral component of students achieving success. Therefore, it is imperative that parents and guardians support education, instill a desire to learn, insure daily attendance and teach courtesy, respect, responsibility, and self-discipline.

We further believe in the importance of reaching out to the parents and guardians of students who are chronically absent and/or disruptive and otherwise at risk by developing such programs as evening courses, social worker/home visits, and referrals to social service agencies. Such programs may be developed in partnership with

school, community, business, and family. Participation in such programs by educational employees must be on a voluntary basis and fully compensated under supplemental contract. Financial support for these programs must be provided by additional funding to the local districts, and existing school funds shall not be used.

In addition, we believe that alternative programs need to be funded and developed to encourage at-risk students to receive an education sensitive to alternative learning styles. (93-97)

B-21 Family Stability

We recognize the myriad family structures of our society and the impact of these family structures and other close personal relationships on the quality of individual lives and upon society.

We therefore support culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for marriage, parenting, family literacy, and the care of older-generation family members.

We urge that such programs and activities include, but not be limited to, interpersonal communication, problem-solving and related human relationship skills. (95)

B-22 Physical Education

We believe that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. We also believe that a comprehensive program of physical education should be provided daily in grades Pre-K through 12 in or on facilities designed for that purpose. Physical education programs and curricula should be developmental, sequential, cooperative in nature, and culturally sensitive and should:

- a. emphasize physical activity, fitness, exercise, and good health; skills of sports, dance, and basic movement; and related concepts and knowledge;
- b. assess students, including physical fitness testing, at least twice a year as a culmination of preparatory activities;
- c. provide for the special needs of students with low fitness, physical disabilities, or learning disabilities;
- d. be taught by teachers certificated/licensed in physical education;
- e. be taught in hazard-free settings with state-of-the-art equipment.

We oppose cuts in physical education curricula and staff as a method of reducing instructional budgets. (00-07)

B-23 Science Curriculum and Standards

We believe that the State science curriculum should include elements in its standards that are in strict alignment with national science standards as set by the National

Science Teachers Association (NSTA), the American Association for the Advancement of Science (AAAS), and/or the National Science Foundation (NSF). Science standards should address subjects that conform to the scientific method. Concepts, such as Intelligent Design, that fail to meet the most fundamental standards of scientific validity have no place in science classrooms. (02-11)

B-24 Financial Aid for High School Graduates

We believe that to be successful in today's society most secondary school graduates must continue their education, but the increasing cost of education beyond a secondary school diploma may be prohibitive, especially for the economically disadvantaged.

We urge federal, state, and local governments, as well as those in the private sector, that currently offer secondary school graduates financial aid programs to continue to do so, at least at current, if not at increased and enhanced, levels. Furthermore, we urge our local and affiliate associations to offer scholarships or other financial aid programs to secondary school graduates. These programs should be reviewed to insure their support realistically helps graduates meet the rising cost of post-secondary training.

We commend and support local school districts that through their guidance departments are committed to directing our graduates toward post-secondary education and that offer necessary assistance to secure all the financial aid available to enable them to do so. (05-11)

B-25 Metric System/International System of Units

We believe in the adoption of the International System of Units (SI metric system). We advocate that the SI system be taught at all educational levels in light of our global economy and interactive space technology. (06-09)

B-26 Foreign/World and Classical Language Education

We believe that foreign/world and classical language instruction is an important part of the total educational process and an integral part of international studies.

Further, students must be offered the opportunity to learn other languages early enough in their educational experience to enhance their understanding of English and to participate fully in a global society and economy. We support the maintenance of current programs and the encouragement and development of foreign/world and classical language instruction and international studies programs.

We recognize the need for teacher training programs for foreign/world and classical language teachers, and supports teacher exchange programs. We oppose cuts in foreign/world language education as a means of reducing instructional budgets. (07-09)

B-27 Life-Saving Techniques

We believe that all educational employees and age-appropriate students should be trained and/or provided with refresher courses in basic life-saving techniques in CPR, use of EpiPens, and AEDs as part of both school curriculum and staff development. Such training should be provided by licensed/trained personnel. (09)

B-28 Technology in the Educational Process

We support instruction in computer literacy and in the responsible use of high technology. We believe such instruction should be conducted by licensed specialists in the field, in modern settings with state-of-the-art equipment, and should be integrated as fully as possible into the curriculum at large without detriment to those programs. (10)

B-29 Internet Access

We believe that every school classroom, office, teacher workroom, and library/media center should have affordable, high speed, seamless, and equal access to the Internet.

We also believe that educational employees are essential to the development of an accepted use policy (AUP) and to the appropriate use of the Internet.

We further believe that an AUP that requires the signatures of parents/guardians/care-givers and students must be in place before allowing student access.

We believe that Internet access and activities should be age appropriate and monitored and should foster critical use. Any documentation materials reproduced as a result of Internet access should be properly cited and comply with copyright laws. (10)

B-30 Economic Life Skills

We believe that all students should develop the necessary life skills in economics to help them manage finances responsibly.

We also believe that economic life skill education should begin no later than in middle school and be incorporated into a variety of high school curricula so as to ensure comprehensive coverage of the student body.

We further believe economic life skills curricula should include basics as banking options, checking account reconciliation, interest rates, loan terminology and procedures, credit card and debit card procurements, student loans, buying a car or house, managing a budget, procuring insurance, and savings account options and investments. (11)

C. PROMOTE THE HEALTH, SAFETY, AND WELFARE OF CHILDREN AND/OR STUDENTS

C-1 Health Care for All Children

We believe that every child should have direct and confidential access to comprehensive health care.

We believe that such health care should be provided by properly licensed physicians and licensed health professionals.

We also believe that the dispensing of medication and performance of maintenance medical procedures should be delivered by properly trained health professionals. (97-02)

C-2 School Nurses

We believe that all students should have access to the immediate services of a full-time licensed professional school nurse at every school.

We also believe that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services, including special programs for those school nurses who deal with students with disabilities.

We urge our affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification and inclusion in collective bargaining agreements. (00-07)

C-3 Early Childhood Education

We strongly support early childhood education programs through the school system. We support a high quality of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents/guardians, the preschool staff, and the public school staff. We urge that federal legislation be enacted to assist in funding and organizing the implementation of such programs.

We believe that early childhood programs must be staffed by trained and certified/licensed personnel and support training programs that will lead to credentials consistent with educational standards in Ohio. We further recommend that males should be encouraged and recruited to enter and be actively involved in early childhood education.

We believe that programs should include a full continuum of services for parents/guardians and children, including child care, child development, developmentally appropriate and diversity-based curricula, special education, and appropriate bias-free screening devices.

We advocate the establishment of fully-funded, early childhood special education programs. These programs should be readily accessible, provide those services necessary to assist children with disabilities from birth, and be staffed by certified/licensed teachers, qualified support staff, and therapists.

We furthermore urge Association affiliates to seek legislation that would ensure that such early childhood education programs offered primarily through the public schools are fully funded and available on an equal basis and culminate in mandatory kindergarten. We support regulation requiring students starting kindergarten to have reached five years of age by March 1 of that year or to have passed a reliable developmental assessment test. (78-99)

C-4 School Meal Programs

We believe that proper nutrition is essential to child development and student success. We also believe that proper nutrition must be a part of prenatal care and must continue through life.

We support programs within the educational framework that promote understanding of proper nutrition. In addition, we advocate efforts to develop uniform symbols that make clear to consumers which food choices promote good nutrition.

We further believe school food service programs must be nutritionally sound, appealing, and affordable. We support nutrition programs that are regulated by uniform standards, readily accessible, and are supported by public funds.

We also believe that changes in the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service as well as support additional funding, given projected increases in population and need. (01-11)

C-5 Student Transportation

We believe that free transportation should be provided for all students residing beyond a reasonable and safe walking distance from school. Pickup points should be safe and reasonably located.

We believe all students should be transported to and from any school sponsored activity in buses driven by drivers holding valid Commercial Drivers Licenses with SP (school bus passenger) endorsement. No educational employees other than school bus personnel should be required to transport students as a condition of employment. We also believe that school buses should be safe and properly maintained. Where preschoolers or students with disabilities are being transported, buses should be adapted appropriately. Where necessary for the welfare of students, paid bus aides should be provided. All safety requirements must be rigorously enforced. Yearly bus evacuation drills should be mandated. Appropriate health and safety training including the issues of student management, discipline, and violence prevention should be provided for all school transportation personnel. (95-06)

C-6 *Child Care*

We believe that all child care centers should have adequate facilities; proper supervision; appropriate education programs; and qualified, screened, and trained personnel. Child care centers need to maintain proper hygiene among the children attending and insure a sanitary environment to prevent contagion.

We encourage school districts and educational institutions to establish on-site child care for preschoolers, students, the children of students, and the children of staff members. (00-05)

C-7 *Programs Before and After School*

We believe that all children need adequate adult supervision and guidance before and after school hours.

We further believe that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study skill sessions, counseling, and guidance in addition to recreational activities, especially those of a physical nature.

We also believe that participation in such programs by educational employees must be on a voluntary basis and fully compensated under a supplemental contract. Financial support for these programs must be provided by additional funding to the local districts, and existing school funds shall not be used. Employees of these programs should be organized and afforded the rights and benefits of collective bargaining. (92-05)

C-8 *Eliminating Environmental Hazards at Educational Facilities*

We believe that all educational facilities must have good indoor air quality, be smoke-free and safe from all environmental hazards; including lead from water pipe systems within schools, inadequate ventilation, and sick-building syndrome. Appropriate provisions should be made for individuals allergic to perfumes and other aerosols. School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and education employees. Also, additional health hazards should not be created when facilities are altered or repaired.

We urge the establishment and vigorous enforcement of stringent standards at least equal to private sector standards of the Occupational Health and Safety Administration (OSHA) to ensure health and safety. These standards and any noted deviations should be posted at the facility. We further urge association affiliates to support local ordinances and state and federal legislation and funding to ensure these health and safety standards.

We support ongoing standardized training and certification of education employees working with potentially hazardous school equipment and in hazardous facilities. We

believe that such training must include the proper handling, storage, and disposal of hazardous materials and instruction on material safety data sheets (MSDS). Material safety data sheets should be on file in each school building and available to employees upon request.

We further believe that school districts must post MSDS and OSHA standards. Students and/or their parent/guardians, education employees, and the public should be notified of actual and potential hazards. All stakeholders should be involved in developing a plan for corrective action. (97-01)

C-9 Mental Health

We believe students must be provided with educational programs which promote positive self concepts and provide the skills needed to ensure good mental health.

We further believe there are increasing mental, emotional, and environmental pressures upon children and youth. Stress management, anger management, grief counseling, conflict resolution, and suicide prevention programs that address the needs of children within both school and community settings and follow up support must be provided. (92-05)

C-10 Promoting Female Participation in Mathematics, Science, and Technology

We believe in providing full participation and equal opportunity to female students in math, pure and applied science, and technology classes to assure their success. We further recommend that females should be encouraged and recruited to enter and be actively involved in mathematics, science and technology education. (99-06)

C-11 Education for Students with Disabilities

We believe that all students with disabilities, including those in a custodial environment, are entitled to a free, appropriate public education within the least restrictive alternative environment and that this education should be determined with maximum teacher involvement.

We believe that to effectively implement laws that address education for students with disabilities, the following conditions must be met.

Regular and special education educators and administrators must share equally in planning and implementing programs for students with disabilities, including the identification of appropriate educational materials and the determination of support services. Classroom teachers must have a role in determining Individual Educational Plans/Programs (IEP's) and should also serve as members of the assessment teams. Individual Educational Plans/Programs (IEP's) must be evaluated and reported using plans which recognize individual differences. To ensure such cooperation, open channels of communication among all parties involved is essential.

An appeals procedure should be available to all educators involved in the planning and implementation of the educational program. Educators must be made aware of their right to dissent when questioning the appropriateness of a program or Individual, including the right to have the dissenting opinion recorded. Individual Educational Plans/Programs (IEP's) should not be used as criteria to evaluate the educator.

Individual Educational Plans/Programs (IEP's) should provide appropriate services for students with disabilities. To achieve this end, modifications in class size (using a formula), in scheduling, and in curriculum design should be made. Students with these IEP's should be allowed to use the designated accommodations for all standardized tests, both local and state. The special needs of these students must not be used to rationalize unacceptable learning or working conditions for any student or educator. Local collective bargaining agreements which provide additional services for students with disabilities must be honored. Staff reductions must not result from the implementation of an Individualized Educational Plan/Program (IEP).

Helper or service animals should be welcomed into the classroom and school facilities when the animal provides positive physical or emotional assistance to the student with disabilities. Staff should be inserviced as to the extent of services provided by the service animal to the student and basic procedures used by the student or student's aide in integrating the activities into the classroom operations.

All staff must be adequately prepared for their roles in educating students with disabilities through inservice training and retraining. Likewise, adequate amounts of released time must be available to staff so that they can fulfill any increased program demands made upon them.

Finally, we believe that adequate state funding must be provided for the program and that said funds must be used exclusively for the program. (78-11)

C-12 Inclusion

We are committed to the delivery of appropriate education and related services for all students. We believe that the policy of integrating all students with special needs into regular education classes should be considered as one option in the continuum of services available to them. It is essential that all program options, including self-contained classes and self-contained schools, continue to be available. Building/staff modifications must be made if needed.

We further believe that the Individualized Education Planning Committee must consider the full range of options available within the least-restrictive environment and must follow a process that will assure an appropriate delivery program for each student. All impacted classroom teachers must be fully involved in the decision making, planning, and evaluation of the Individualized Education Plan (IEP) and each must receive a copy. All impacted education support professionals must be involved in the ongoing maintenance of the IEP provision and must also be given a copy. Confidentiality must be maintained by all involved parties.

We also believe that when the inclusion option is the recommendation of the IEP committee or team, all necessary support services must be maintained by appropriately licensed personnel. Teachers involved shall be given lower class size based on a weighted class formula. Time for training, planning, and consultation with resource and other support team personnel must be monitored and regularly evaluated in order to assure the success for the students with disabilities as well as their peers in regular education. In all matters affecting terms and conditions of employment education personnel relating to the inclusion practice, there shall be negotiations between the local association and the schools.

We believe inclusion programs shall not be implemented in order to reduce budgetary deficits. Job security shall be insured at all levels of the process. (93-10)

C-13 Gifted and Talented Students

We believe that it is essential that educators recognize children with gifted and talented abilities and provide them with enriched and practical school programs appropriate to their abilities. We also believe that educators need training in selecting reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified.

We also believe that qualified personnel and facilities must be provided if adequate programs for gifted and talented children are to exist. Teachers involved shall be given lower class size based on a weighted formula. (78-00)

C-14 Child Abuse and Missing Children

We believe that all children should be protected from child abuse, including but not limited to physical, mental, emotional, and sexual abuse, exploitation of children, and/or criminal abduction and the resultant consequences. Given our concern about the number of children who disappear annually, we believe that unexplained absences should be considered suspicious and should warrant full and continued investigation.

We and our affiliates should:

- a. heighten education employee awareness of these problems through the development of workshops, lectures, and seminars;
- b. encourage the development, endorsement, and use of materials to increase public awareness and understanding of child abuse and criminal child abduction;
- c. cooperate with community organizations and businesses to increase public awareness and understanding of child abuse and criminal child abduction;
- d. encourage local affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing children crisis;

- e. urge that the voluntary fingerprinting of children be conducted in a non-threatening environment and that the completed fingerprint be given exclusively to the parent or guardian.

We urge local affiliates to seek legislative support and publicity in addressing these problems. (00-11)

C-15 Family/Domestic Violence and Neglect

We believe that family/domestic violence and neglect has a detrimental effect on students' well-being and urge districts to provide preventive training and educational programs for staff, students, and parents/guardians. We support existing family services and urge creation of additional support systems and shelters for family members experiencing violence, neglect, or other forms of abuse within the home/family environment. Furthermore, we encourage social services and the criminal justice system to continue to intervene actively in the cycle of family/domestic violence and neglect. (95-07)

C-16 Alternative Programs for At-Risk and/or Special Needs Students

We recognize that there must be increased development and maintenance of alternative programs to meet the needs of at-risk and/or special needs students in Pre-K through 12. We recommend early and appropriate identification and placement of these students. Administrators, regular classroom teachers, special education teachers, and education support professionals should receive necessary training in diagnostic and alternative methods of teaching and learning styles for at-risk and/or special needs students.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and education support professionals to execute these objectives and evaluations. Faculty and education support professionals who are working with special needs students should be provided with appropriate resources to accommodate these students' special requirements.

We urge affiliates to seek adequate compensation, planning time, materials, and facilities for all affected educational personnel.

We support the efforts of affiliates to negotiate and legislate for the training of teachers and other related professionals seeking additional certification and for hiring of an increased number of teachers and other related professionals with education in special areas. (99-10)

C-17 Educational and Custodial Services for Emotionally Disturbed Children

We believe that there should be an increased awareness of and a determined effort to identify school-age children who may be emotionally disturbed and meet their needs.

We further believe that all health, social, and psychological services must be provided only by appropriately licensed and certificated professional personnel. We believe that educational employees, parents/guardians, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of these services.

We further believe that the State of Ohio should provide facilities for education, psychiatric care, and twenty-four hour custodial care for school age children who have been previously identified as severely emotionally disturbed who cannot function in a traditional public school setting. (78-08)

C-18 Guidance and Counseling

We believe that schools must provide quality guidance services on both the elementary and secondary levels to best support students in realizing their full potential in all areas of growth and achievement. We believe that the role of the counselor as a member of the educational team should be clearly defined.

We believe that the ratio of pupils to elementary counselors should be the same, or lower than, the ratio of pupils to secondary counselors, which ought not be more than 250 students to one counselor. School counselors should spend at least 80 percent of their time providing guidance and counseling services to students.

Furthermore, we believe that training of guidance personnel must include vocational areas.

We believe that classroom experience in the field of education must be required for all guidance counselors. This in-the-field training should provide guidance counselors with a greater ability to support students in realizing their full potential in all areas of growth and achievement. (78-08)

C-19 Substance Abuse

We believe that educators should play a key role in nationwide efforts to educate young people about the dangers of substance abuse and gateway drugs. This includes the awareness of the well-documented dangers involved in the abuse of illegal and legal substances as well as the danger in breathing second-hand smoke. We also believe that every child must be made aware of the inherent dangers in the abuse of prescribed substances, narcotics, drugs, steroids, and other addictive substances.

We encourage individual performers and organizers of concert events to refrain from endorsing and advertising alcohol and tobacco products. We support the elimination of secondary advertising of alcohol and tobacco products.

We further believe a concerted effort must be made to strengthen and improve laws and rehabilitation programs. We urge all schools and community groups to initiate programs to combat this serious problem. (78-08)

C-20 Student Employment

Though we recognize the value of student employment and outside activities, we believe these activities should not be permitted to interfere with the student's personal and educational well-being. (77-93)

C-21 Student Rights and Responsibilities

We believe that student involvement is important in shaping better schools and better social institutions. We support the legitimate and responsible efforts of our students to participate in school governance, to participate in the development of curriculum scope and content, and to regulate their own affairs. We believe that basic student rights include the right to free inquiry and expression; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of sub-minimum wages; and equal educational opportunity.

We also believe that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and conformance to school rules and regulations. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of each person involved in the educational process.

We urge educators to be responsive to student concerns and to facilitate continuing dialogue and collaborative efforts with students to achieve greater student involvement. (78-00)

C-22 Extremist/Terrorist Groups

We are concerned about the emergence and resurgence of extremist and terrorist groups.

We condemn the philosophy and practices of extremist and terrorist groups and their efforts to recruit young people in our schools, and to target the schools themselves to achieve their ends. We urge all affiliates and members to oppose actively all such movements whose objectives are hostile to children, schools, the ideals of the Association, and a peaceful, secure society. (01-11)

C-23 Children and the Media

We recognize that children are an especially vulnerable audience who must be protected from violence, glamorized crime, race and sex stereotypes, and exploitation by advertisers and all entertainment media. We encourage advertisers, media professionals, and parents/guardians/caregivers to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligent and critical viewers, listeners, and readers.

We further believe our affiliates should establish media study committees to monitor media activities to provide research materials and training for members, and to promote positive educational programming. We also urge affiliates and members to help educate parents/guardians/caregivers in determining the types of programs, music, and computer/console type of games that their children should listen to or view and computer/console type of games that their children should listen to, play, or view. (01-06)

C-24 Juvenile Detention and Incarceration

We believe students in detention centers have the same right to an education as any student in a regular public school setting. Education programs for these students must meet the minimum standards of the State of Ohio and should be structured to provide instruction not only in learning skills but also life skills and self-discipline to help them become contributing members of society. Local school districts must fulfill their fiscal obligations to remit the required funding to the detention facilities in which students from their districts are placed.

We further believe it should be the commitment of all educators to provide for the smooth transition of a juvenile from the institutional setting back to the community setting in order to allow for the success of the juvenile. Such a transition should include planning on the part of the school to meet the special needs of the juvenile. (05-11)

C-25 Protecting Students with Allergies

We believe that all educational governing bodies should establish and implement anaphylaxis plans that include strategies to reduce exposure to allergens, procedures to communicate to parents/guardians, students, and employees about life-threatening allergies, and regular training on dealing with life-threatening allergies for all educational employees. In addition, an individual plan for each student at risk for anaphylaxis must maintain a file that lists that student's prescription and emergency contacts and ensures that parents/guardians supply information on a child's allergies. The individual plan must include details about the type of allergy, monitoring, avoidance strategies and appropriate treatment, a readily-accessible emergency procedure for the student, and storage for epinephrine auto-injectors (epi pens) if necessary. (07-11)

C-26 School Emergency Plans

We believe that to ensure the safety of all students and staff, school districts, schools, and school transportation systems must have written plans that delineate procedures that include but are not limited to emergencies, lockdowns, evacuations, and weather-related conditions. School personnel and parents/guardians, in partnership with the community and safety experts, should be involved in the development of emergency plans for each school site. We further believe, for these plans to be effective, they must be practiced and updated on a regular and consistent basis. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (07-11)

C-27 Safe and Orderly School Climates and Communities

We believe that a safe and effective school climate is necessary for promoting educational excellence in public schools. We further believe that all education employees, parents/guardians, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe and orderly school communities. Students and education employees must be safe from physical, verbal, and psychological violence, the threat thereof, and all forms of harassment. There must be procedures to prevent and eliminate all types of harassment that might occur. Plans and procedures regarding discipline and/or harassment must include due process.

We further believe that both schools and school districts must have written discipline plans and procedures that are fair, equitable, and consistently enforced as well as procedures for the safe and orderly conduct of school activities and events. We further believe that appropriate school personnel must be properly trained to interact with students exhibiting violent behavior.

We further believe that all school buildings should have controlled access during the school day. Schools and school districts should implement policies and procedures that would monitor visitor access, such as check-in and wearing of identification badges. (07)

C-28 Homeless Students

We believe that homelessness creates educational challenges that interfere with the ability of children and youth to access education and to progress academically. Homelessness can limit the knowledge of, and access to, services such as education, housing, jobs, health care, and other human service agencies.

We also believe school and community groups should work cooperatively to meet the needs of homeless children. (09)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

D-1 Evaluation of Educational Personnel

We believe in sound, objective vehicles for the evaluation of all educational personnel.

We believe that it is a major responsibility of educational employees to participate in the evaluation of their professional performance. We further believe that, just as supervisory and administrative personnel have a responsibility to evaluate educational employees, educational employees should be provided the opportunity to evaluate supervisory and administrative personnel and governing board members.

We believe that the evaluation process should be continuous and conducted for the purpose of improving professional performance. The evaluation should be based upon written criteria and procedures mutually determined and agreed to by the local association, the administration, and the governing board.

We believe that only one official personnel file should be maintained on any employee for purposes of evaluation. We further believe that the evaluation procedure should be tied to the professional growth program which has been developed and maintained in conjunction with representatives selected by the local association and should include:

- a. clear performance expectations that are specific to the job description;
- b. regular observation of job performance with reasonable advance notice and discussion of evaluation visits and a timely consultation after each visit;
- c. a written evaluation report to be provided to the person being evaluated;
- d. opportunity for a written response prior to the placement of the evaluation in the personnel file;
- e. ability to review the personnel file—including the right to attach a written response to any item therein and a procedure for removing any inappropriate or unfounded material from the file;
- f. a provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee; and
- g. an unbiased appeals process.

By participating in an evaluation process an education employee does not waive his or her right to due process in any subsequent contractual or legal proceeding.

We hold that neither teacher examinations such as the National Teacher Examination or value-added assessments nor student test results should be used as a method for evaluating educators or for determining salary, tenure, retention, or promotion.

We strongly condemn the imposition of merit rating for the purpose of determining salaries. (78-03)

D-2 Professional Development/Inservice Training

We believe that professional development is necessary throughout the career of the education employee. Professional development might include, but not be limited to, continuing education courses, state or regionally developed professional development resource center programs, and local professional development and grant programs. Professional development resource centers should be established, funded, and accessible to all educational employees. We maintain that local professional development programs (created and maintained at the school district level) play a substantial role in reinforcing and developing positive changes in education employees' performance and effectiveness.

We also believe that such programs should provide equal opportunities for educational employees to gain the knowledge and skills they feel are important to their position, the improvement of their programs, and their performance as members of their profession.

We believe that governing boards should recognize the value of and accept participation by educational employees in activities of professional organizations, involvement in school and community activities, work experiences outside of education, continued education, as well as other experiences. (78-11)

D-3 Code of Ethics of the Education Profession

We affirm the responsibility of all educational employees to become knowledgeable about the *Code of Ethics of the Education Profession* and to adhere to its principles. (97-00)

D-4 Elements of Professional Growth

We believe that, as a means for meeting established policies concerning professional growth, governing boards should recognize the value of and accept participation by educational employees in professional organizations, including association activities, involvement in school and community activities, work experiences outside of education, continued education, as well as other experiences. These actions should be accepted as a means of earning PDUs (Professional Development Units)/CEUs (Continuing Education Units) by local professional development committees. (78-11)

D-5 A Competent Certificated/Licensed Educator in Every Professional Position

We believe that quality teaching demands the highest quality of training and dedication to students and to our nation. Each teacher must have time to teach under working conditions compatible with the dignity of the profession.

We further believe:

- a. In the continuous improvement of educational standards for educators and in the promotion of conditions which will attract and retain educators who

- are thoroughly trained and have as a minimum a provisional certificate/ license. Temporary Certificates should be in force only as long as those holding such certificates are working toward certification/licensure.
- b. The candidates for admission to the teaching profession should be required to have a minimum of a bachelor's degree from an accredited college or university. In the case of vocational education teachers, "degree" may mean an approved equivalency. That professional positions, including specialized and substitute positions, be filled by highly qualified educators holding the appropriate certification/licensure.
 - c. That the *Code of Ethics of the Education Profession* should be maintained as the standard for ethical conduct of members of the profession. (78-11)

D-6 Local Professional Development Committees (LPDC)

We believe that local professional development programs should assure that certificated/licensed education employees have a decisive voice at every stage of planning, implementation, and evaluation of professional development plans. All active certificated/licensed education employees should have access to such programs.

We further believe the LPDC must meet the certification/licensure requirements specified by statute, but we also encourage local associations to negotiate locally appropriate specific implementation procedures and policies with their governing boards. (78-99)

D-7 A Fully Qualified Employee in Every Education Support Professional Position

We believe that all education support professionals including specialized and substitute positions must have the knowledge and skills necessary to perform their duties. We recognize that education support professionals are positive role models, enhance the education process, and are essential in the learning environment.

We further believe that every education support professional position must be filled by employees who have appropriate levels of experience, can demonstrate competency in their area, and have completed appropriate training programs and hold licenses and certificates where required by law or by the regulations of civil service or other public agencies.

We also believe that the Code of Ethics of the Education Profession should be maintained as the standard for ethical conduct of Education Support Professionals. (91-11)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT

E-1 Academic Freedom

We believe that academic freedom is essential to the teaching profession. Academic freedom includes the rights of teachers and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student.

We further believe that academic freedom includes the teacher's right to evaluate, criticize and/or advocate his/her professional philosophy concerning the school's policies and programs. (77-05)

E-2 Teacher Involvement in Curriculum Development

We believe that curriculum must be continuously evaluated in order to be relevant to the needs of students and to reflect concern for critical issues in our society.

We believe that curriculum development is a shared responsibility between governing boards and education professionals. As the primary source of expertise and experience, education professionals are essential to the processes of curriculum design and implementation, and they must be given the necessary time and resources to accomplish these tasks.

We further believe the professional judgments of educators must be reflected in the curriculum which governing boards adopt. As policy-making bodies, governing boards are responsible for ensuring quality in the curriculum designed for the students they serve. Governing boards are also responsible for financing the curriculum which they approve. (77-10)

E-3 Material Selection

We believe that teachers must be free to select materials appropriate for their teaching assignments and should receive administration and board support in resisting undue pressure from single issue citizen groups. Quality teaching depends on the freedom to select materials and techniques without censorship or legislative interference. (77-05)

E-4 Religious Heritage in Instructional Materials

We believe that educational materials should objectively portray the influence of world religions in the social and historical development of our nation and world culture. We further believe that legislation, regulations, or policies that mandate or permit the

teaching of sectarian doctrines in the public schools violate the principle of separation of church and state and the rights of teachers and students. (77-04)

E-5 Testing

We recognize the need for ongoing comprehensive assessments to determine student achievement. A student's level of performance must be assessed through multiple measures linked to the lessons teachers teach and the materials teachers use. We believe that the primary purpose of multiple testing is as follows:

- to assist students and their parents/guardians/caregivers in identifying the student's strengths and needs;
- to measure a program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies; and
- to develop an appropriate learning experience for students.

All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, and be free of cultural, racial, and gender biases.

We believe that classroom teachers are best suited to decide the proper means and methods of testing students. (78-10)

E-6 State Mandated Testing

We believe that the students in Ohio's schools need to be able to perform at a reasonable educational level upon graduation. We also believe that a single evaluative tool cannot adequately measure the achievement of every student. We endorse the use of varied testing tools that will adequately and fairly test Ohio's students.

We also believe that any such achievement/criterion-based assessment must be accompanied by statutory guarantees that the results of minimum skills measurements shall not be used as criteria for any evaluation or compensation of an education employee unless negotiated as a stipulated portion of a federal grant program.

We further believe that association members must be involved in the development and implementation of such assessments.

We call on the State Department of Education to ensure that any education employee who is assigned to monitor or proctor any level of state mandated test be given written explanation of the rules governing the administration of the tests and the possible consequences that may result from non-compliance. (03-11)

E-7 Challenges to Materials and Teaching Techniques

We believe that quality teaching depends on the freedom to select materials and teaching techniques. Educators and school library media specialists must have the

right to select and use materials and techniques without censorship or legislative interference. States, school districts, and educational institutions must include teachers and faculty as full voting members on textbook and curriculum review and adoption committees.

We further believe the pre-publishing censorship, book-burning crusades, and attempts to ban books from school library media centers and school curricula violates the professional and civil rights of educators and students.

We also believe that challenges to the choice of instructional materials and techniques must be orderly and objective, under procedures mutually adopted by professional associations and school governing boards. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (11)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE THEIR INTEREST AND WELFARE

F-1 Accountability

We believe that education employees can be accountable only to the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents/guardians, students, and taxpayers—are also held accountable.

Furthermore, we recognize that just as students are diverse, the schools and school districts which they comprise will share in that diversity. Therefore, any instrument of accountability which, like the State Report Card, attempts to quantify the quality of education within the schools or districts by reducing it to a single formula without recognizing that diversity must be considered unfair, inaccurate, and unproductive.

We believe that education employees cannot be held accountable for the progress of students who are chronically absent, after the beginning of the school year, and/or disruptive.

We further believe that parents/guardians are primarily responsible for supporting education; instilling a desire to learn; properly monitoring attendance; and teaching courtesy, respect, and self-control. (77-03)

F-2 Social Promotion of Students

We believe promotion should be based upon academic achievement. However, when the option of social promotion is to be exercised, we believe it must be demonstrated to be in the best interest of the student, must consider the recommendation of the professional staff, and must be implemented in accord with written policies of the governing board.

We believe that promotion, placement, or retention of a student is ultimately the responsibility of the school administration and that the student's written record must indicate that administrative decision. We further believe that no individual teacher should be held accountable for the administration's decision to grant social promotion. (94)

F-3 Fringe Benefits

benefits, such as but not limited to medical benefits, prescription coverage, life insurance, vision and dental coverages, leaves, personal assistance and additional remuneration, which are essential to attract and retain qualified personnel. Furthermore, we believe employees working less than half-time should at least be extended the same benefits, but pro-rated according to work load. We urge local associations to negotiate improved fringe benefit packages. (78-05)

F-4 Contract Enforcement

We believe that all members of a local association have the responsibility for contract enforcement. Such responsibility should be designated in a local's constitution and bylaws by either a local executive committee, grievance committee, or negotiation team. Coordination of such efforts in contract enforcement should be in conjunction with a local's labor relations consultant. (78-03)

F-5 Salary Goals

We believe that salary schedules for educational employees should:

- a. be developed through the process of collective bargaining;
- b. be based upon preparation, academic background, experience, professional growth, responsibilities, and length of service;
- c. have structural continuity through the use of an index or percentage guide;
- d. be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparation differentials;
- e. provide for entry level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage educational employees to remain in the educational setting;
- f. have automatic annual increments for experience;
- g. establish salary credit for professional development activities to encourage professional advancement;
- h. assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria to prevent disparities among staff members of comparable preparation, experience, and length of service;
- i. place newly hired personnel on steps according to their experience allowing full credit for all previous experience;
- j. be applied in actual practice in an equitable manner so that no one is penalized in changing assignments;

- k. assure that salary paid for summer employment beyond contract days, extended contracts, or extra duty is not less than the rate for regular contract pay;
- l. permit no discrimination as to job description, political or professional activity, residence, race, color, national origin, religion, creed, gender, sexual orientation, age, disability, size, economic status, marital status, or number of dependents;
- m. include a cost of living adjustment, based upon the Consumer Price Index, which is in addition to the regular rate of pay scale and payable to the employee;
- n. define salary increase to mean the exact monetary differential between the existing salary schedule and proposed salary schedule, exclusive of incremental adjustments, and all basic benefits; and
- o. provide remuneration for educational employees who conduct in-service training or workshops. (78-10)

F-6 Certified/Licensed Tutors

We believe that certificated/licensed tutors with responsibilities equivalent to that of classroom teachers shall receive compensation equivalent to classroom teachers. (96-97)

F-7 Medical Benefits

We believe that all full time active and retired educational employees should receive fully paid comprehensive health insurance from the appropriate governing board, including reimbursement for Medicare Part B, for themselves, their spouses, domestic partners, and/or dependents.

We further believe that these benefits should be legally protected from unilateral change by a governing board.

Governing boards shall provide hepatitis B vaccinations and annual flu shots to all employees who choose to be vaccinated at no cost to those employees. Likewise, governing boards shall assume the cost of physical examinations and other vaccinations when these are required by statute as a condition of employment in a given position. (77-96)

F-8 Additional Duties

We believe that educational personnel should not be expected to perform curriculum development, extra-curricular, or other additional duties without adequate compensation.

We believe that educational personnel shall not be expected to perform curriculum development, extra-curricular, conferencing duties beyond the normal school day, or other additional duties within the school day without adequate compensation. (77-04)

F-9 Required Attendance Outside the Normal Work Day

We believe that when an educational employee's attendance is required at school functions scheduled outside the normal work day, the employee would either be remunerated at his/her per diem/overtime rate or receive an equal time reduction of normal work hours or other negotiated time off or benefit. (77-05)

F-10 Supervisory Vacancies

We believe that school systems should establish minimum standards of qualifications for appointments to supervisory and administrative positions and that the entire staff be apprised of open positions thereby giving equal opportunity to all potential applicants who meet the requirements. We encourage the participation of staff in the selection of individuals to fill these vacancies. (78-04)

F-11 Working Conditions

We believe that, in the interest of health standards, every building used for instructional purposes shall have adequate employee restroom facilities and a faculty planning center.

In addition, we believe that all educational employees need to have the following items available to them: telephones in a private area for personal calls, computers for research, refrigerators, and cooking facilities. (77-05)

F-12 Environmentally Safe School

We believe that the physical environment for education must keep pace with the growth of the number of students, the changes in methods of teaching, and the presentation of instructional materials. Sufficient custodial and maintenance staff and resources must be provided in every facility in order to maintain a safe, healthful, attractive, and clean environment for both students and staff. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students.

We also believe that education employees should be made aware of the location of hazardous materials within their worksites. With the involvement of local education associations, governing boards should implement appropriate programs to protect education employees and students from such materials.

Education employees must be involved in the development of emergency plans to be followed in the event of accidents involving hazardous materials and environmental contaminants or other catastrophic events, and all education employees must receive copies of these plans. We urge our affiliates to work for cooperation and planning among neighboring school districts, communities, and states. At a minimum, emergency plans must include comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for the education employees

involved, and regularly scheduled practice drills. All public school classrooms must have at least two exits. (91-04)

F-13 Stress

We recognize that as modern education strives to meet the increased demands of contemporary society, teachers and other educational personnel are working under increasingly stressful conditions. We also recognize that job-related stress can be so severe as to cause emotional, psychological, and physical disability.

In this regard, we believe that just as governing boards have an obligation to safeguard the physical well-being of employees, they also have an obligation to provide for their psychological well-being. We believe that the level of stress encountered on the job is largely influenced by actions and policies of the governing board and management.

We urge governing boards to recognize the harmful effects of job-related stress. We call on them to do whatever possible to reduce the causes of employee stress. We further urge them to work together with local affiliates and experts in the field to develop stress management programs to help educational personnel control on the job stress and prevent stress-related disorders. (77-09)

F-14 Learning Environment

Because we recognize the need to safeguard the rights of individuals, we believe that educational employees should not be subject to verbal or physical abuse, and that no educational employee should be required to work in a situation of disrespect and insubordination, harassment or assault. When such a situation does exist, it is administrative responsibility to take immediate action to maintain an orderly atmosphere advantageous to learning of all students in the classroom, being careful to balance the rights of educational employees to perform their duties and students to learn. (77-05)

F-15 Assaults on Educational Employees

We believe that educational employees absent from work as a result of personal injury caused by assault occurring as a result of employment should receive full salary and fringe benefits for such periods of absence. Such absences should not be deducted from the employee's sick leave.

We believe that the governing board must reimburse the educational employee for any personal property damaged or destroyed during said assault and that any non-reimbursed cost of medical, surgical, or hospital services incurred as a result of said assault must be paid by the governing board.

We believe that the student who menaces or commits a physical assault on an educational employee should not be returned to that employee's work environment.

The governing board shall have a written policy providing for the filing of charges, where appropriate, as a result of an assault. (78-04)

F-16 Retirement

We believe that properly and soundly financed state retirement systems are essential. We call for the attainment of the following goals by those systems:

- a. retirement at 100% of formula after 35 years of service;
- b. benefits at least 50% of average of the highest three years of salary after twenty years of service;
- c. full vesting after no more than five years creditable service;
- d. actual cost of living increases in retirement benefits provided annually;
- e. no decrease of established pay and benefits; and
- f. fully-paid health care benefits, properly funded by the respective retirement systems.

We encourage local associations to negotiate retirement incentive programs for employees who qualify because of age.

We believe that educational employees' retirement contributions should be made on a tax-deferred basis. (78-03)

F-17 Prevention of Vandalism to Property at Educational Facilities and Functions

We believe that school systems and communities should coordinate and develop a preventive program to deter vandalism at educational facilities and functions. Governing boards should be liable for vandalism to property of educational employees at educational facilities. (78-97)

F-18 State Public Retirement Systems

We believe that the public retirement systems in the State of Ohio must be maintained, be properly funded, and be continued under the control of its members through elected governing boards.

Furthermore, we oppose additional regulatory, supervisory, or directive authorities granted to any agency over Ohio's public retirement systems that might weaken the integrity of the systems.

We also condemn governmental interference with funds belonging to the members of the state retirement systems as taxation without representation and a violation of the United States Constitution.

We demand that any funds lost through such interference must be fully restored plus interest plus penalty as assigned in tax delinquencies. (77-10)

F-19 Mandatory Social Security

We oppose any legislation which mandates contributions to the Social Security System by educational employees. Furthermore, we urge OEA and NEA to continue their immediate efforts toward this same goal. (78-80)

F-20 Protection of Social Security Entitlements

We believe that the existence of separate Ohio public retirement systems should not affect the eligibility of educational employees and their spouses for earned Social Security benefits. (77-10)

F-21 Continuing Employment and Fair Dismissal

We believe there should be fair and equitable laws for governing the continuing employment of educational employees. Laws must guarantee that before the status of an educational employee can be affected—that is, dismissal, demotion, or non-renewal of a contract—that employee must be afforded the rights of both substantive and procedural due process. This includes adequate notice, a statement of the specific charges or reasons, a fair and impartial hearing upon request before a neutral tribunal or court of law, and the right to appeal the decision to an impartial third party whose decision is binding.

We also believe that bargaining groups and governing boards have the right to negotiate continuing employment and fair dismissal policies and that local boards of education must honor all current negotiated continuing employment policies. (78-01)

F-22 Personal Life of Educational Employees

We believe that the personal life of any educational employee is not within the concern of the governing board. (78-96)

F-23 HIV/AIDS and Hepatitis Awareness

We believe that NEOEA members need to be aware of the impact of potential human immune deficiency virus (HIV)/Acquired Immune Deficiency Syndrome (AIDS) and cor-relating effects of hepatitis upon their students and their employment situations. (87-05)

F-24 Health Care Records

We believe that the health care records of educational employees must be regarded as privileged information according to current HIPAA (Health Insurance Portability and Accountability Act) regulations. Insurance carriers should not provide such information, or information which can be used to associate any particular educational employee with any particular health care, to employers. We believe that the privacy of such records must be maintained, even in self-insurance systems. (77)

F-25 Collective Bargaining

We call for changes in existing statutes which:

- a. will provide that during work stoppages, only those days on which at least 70% of the certificated/licensed staff are in attendance be counted as instructional days;
- b. will protect the rights of employees to refrain from crossing the picket line of another bargaining unit engaged in a lawful strike; and
- c. will provide adequate funding of SERB so as to carry out the intent of the law in a timely manner.

We oppose any/all attempts to weaken or eliminate current collective bargaining laws. (78-03)

F-26 Staff Reduction of Teachers

We believe that when making necessary reduction in force, the governing board shall, within each teaching field affected, give preference to teachers on continuing contracts and to greater continuous seniority within the system.

We further recommend that within each teaching field affected, reductions should be made first of personnel without tenure and then of those with tenure. In both groups system-wide continuous seniority should be given preference. All teachers laid off, except those terminated as non-renewal through evaluation, should be placed on a re-hiring list determined by continuous seniority and certification requirements for an unlimited period of time. (78-97)

F-27 Site-Based Shared Decision Making

We support site-based shared decision making processes that are based on contractual/formal agreements between school districts and local associations. We believe that the scope of local site-based decision making should be limited only by the contractual/formal agreement. We also believe that such agreements must include the following elements:

- a. voluntary participation by local sites;
- b. safeguards against the unilateral circumvention of the collective bargaining agreement of the rights of employees at other sites;
- c. a school district-association structure for processing conflict resolution that is separate from the contractual grievance procedure;
- d. an agreement on the scope of decision-making authority to be exercised by the sites;
- e. a determination of the constituencies which will have representation, the number of representatives for each, and the method of their selection;
- f. effective training for all site-based program participants as well as additional resources necessary for successful implementation; and
- g. fair compensation and/or release time for participating staff members. (01)

F-28 Involuntary Transfers

We believe locals should negotiate contract language which protects educational employees' rights in involuntary transfer. (77-88)

F-29 Dual Certification/Licensure

We believe that current reductions in force make it desirable for teachers to obtain certification/licensure in more than one field. (78-04)

F-30 Withdrawal of Services

We believe the role of auxiliary, supervisory and administrative personnel should not be expanded when a withdrawal of services occurs. (78-05)

F-31 Sabbatical Leave

We believe that the Revised Code of the State of Ohio should be changed to allow full payment of the teacher's current contract salary to the teacher when a year of sabbatical leave is taken. (78-98)

F-32 School Calendar

We believe that the formulation and/or changes in the school calendar shall be by mutual agreement between the local association and the governing board. (78-85)

F-33 Released Time

We believe governing boards must establish a professional leave policy for released time without loss of pay, salary status, retirement credit, sick or personal leave for those Association members who assume leadership in professional organizations. (77-88)

F-34 Substitutes

We condemn the practice of assigning substitutes to regular positions for an extended time. All positions created by extended absences must be filled by qualified applicants who will be granted regular contracts with fringe benefits.

In order to achieve and maintain the highest standards of student learning and professional practice, and to ensure quality instruction in every classroom every day, we further believe that substitute teachers must:

- a. meet the same standards as other licensed teachers within the state;
- b. receive professional compensation and benefits;
- c. receive continuous provisional development;
- d. be provided with materials and information appropriate to the position in which they are substituting; and

- e. be entitled to and supported by state and national affiliates in collective bargaining.

Furthermore, we condemn the use of students, educational aides, or assistants as substitutes for certified staff.

We condemn the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence should be filled by available licensed teachers who are eligible to be placed on contractual status by the school district.

We further oppose the practice of replacing absent teachers by dispersing students to other classrooms. We also oppose the use of individuals such as educational support professionals, part-time employees, or employees hired through private agencies to cover classes. We further oppose requiring teachers to substitute during their preparation time.

We believe that school districts must provide full compensation for licensed teachers who substitute for personnel on extended leave. (77-05)

F-35 Substitute Education Support Professionals

We recognize the importance of substitute education support professionals in the maintenance and continuity of daily operations. We believe that a substitute for an education support professional must meet the same standards as the employee for whom he/she substitutes.

We also support the practice of providing schedule pay plus basic and fringe benefits for education support professionals substituting for permanent education support professionals on extended leave. (99-10)

F-36 Classroom Education Professionals

We urge governing boards to provide classroom teachers with education support professionals who will free the teacher from certain non-teaching and routine duties so that the primary task of teaching can be performed more successfully. We also urge local affiliates and governing boards to become involved in setting standards in the recruitment, orientation and training of classroom support professionals.

We call upon local affiliates to resist efforts of governing boards to use the employment of classroom support professionals as an excuse to increase class size. (77-04)

F-37 Use of Student Teachers

We believe that the objective of student teaching is to gain necessary in-class experience under the direction of a qualified teacher. We further believe that it is the governing

board's responsibility to provide adequate substitute teachers in the absence of the assigned teachers. Student teachers shall not be used as substitute teachers. (77)

F-38 Students, Educational Aides, and/or Assistants

We believe that those serving as educational aides and/or assistants must have appropriate training. Furthermore, educational aides dealing with disabled students must have the specialized training appropriate for work with the disabled. (77-96)

F-39 Volunteers in Public Schools

We believe that parents/guardians/caregivers and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality educational programs for children. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by state statutes. The screening should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex offenders. Training should include, but not be limited to, the development of age-appropriate activities and sensitivity to diversity issues.

We further deplore the practice of using volunteer workers for the purposes of reducing instructional budgets, reducing the number of full or part-time instructional positions, or reducing the number of full or part-time education support professionals positions within a local school system.

We also believe that teachers and education support professionals should be involved in the decision making process regarding the utilization of volunteers within local school systems. (88-04)

F-40 Subcontracting

We believe that emphasis must be placed upon securing and maintaining the most capable education employees. We further believe that education employees should not be displaced by private sector service providers, temporary/substitute employees, part-time workers, or by volunteers.

Furthermore, we believe that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. (93)

F-41 Parity for State Educational Employees

We believe that all educational employees who work in a civil service setting must be granted at least the same benefits granted to public educational employees through state statutes. (87-04)

F-42 Protection of Advocates

We believe in the fundamental right of all educational employees to organize in their own self-interest and to speak out in defense of education employees, students, and parents/guardians/caregivers without fear of reprisal.

We condemn boards of education, boards of trustees, administrators, and public officials who attempt to fire, demote, transfer, or give punitive assignment to education employees for their leadership in education employee organizations or their forthrightness in questioning apparent violations of their terms of employment. Such actions are an affront to the dignity of all education employees and a desecration of the principles of a democratic education system.

We also believe that school administrators, boards of education, boards of trustees, and other public officials should respect the dignity of education employees and reaffirm the rights of citizens to organize through representatives of their own choosing, as well as their rights to exercise all other constitutional guarantees.

Furthermore we insist that local governing boards and administrators respect the rights of Association members to use school property, such as message boxes and meeting rooms, for communication without censorship, prior restraint, or other interference.

Local associations must pursue every resource to achieve redress of wrongs done to education employees and work for guarantees assuring education employees that reasonable pursuit of their representation responsibilities will cause them neither intimidation, harassment, nor loss of employment. (03)

F-43 Personal Appearance

We believe that harassment, disciplinary action, or negative evaluation of an education employee based on types of wearing apparel, facial hair, hair style, or body art is unacceptable and unreasonable unless they are factors proven detrimental to performance. (03-10)

F-44 Part-time Faculty

We believe that part-time faculty should be employed only when an educational program requires specialized training or expertise not available in the full-time faculty and when the need for such training and expertise does not justify more than half-time employment. Part-time faculty should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time positions.

We also believe that certificate/licensed faculty who have assigned duties equal in time to half or more of the normal teaching day should be paid for conference, lunch, and other non-assigned periods of time allotted to full-time personnel according to the percentage of assigned and non-assigned time comparable with the normal time of the teaching day.

Faculty who have been assigned duties equal in time to half or more of the normal teaching day should be entitled to full fringe benefits allotted to full-time teachers. (03)

F-45 Equal Opportunity and Affirmative Action

We reaffirm our commitment to the principle that every person regardless of race, color, national origin, religion, residence, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, or sexual orientation has the right to fair and equal evaluation for service in an educational institution in any capacity for which the education employee is properly certificated/licensed.

We endorse the efforts of those public and private educational institutions that have entered into affirmative action programs. We urge institutions without such programs to begin to design an affirmative action program that will voluntarily address issues dealing with past discrimination and to implement that program so that the local educational institution is in compliance with state and federal laws.

We also urge governing boards and education associations to eliminate discriminatory practices in matters of recruitment, employment, promotion, retention, and compensation. (04)

F-46 Board Meetings

We believe that the president of the local association or designee must be notified of all regular and special meetings of a governing board. When meetings occur during the employee's workday, the representative shall be granted released time to attend.

We also believe in the right of these individuals to full participation in these meetings without prior notice or agreement.

We further encourage affiliates to bargain for non-voting representation on governing boards. (04)

F-47 Job Descriptions

We believe job descriptions of educational employees should be subject to the negotiations process, and we urge local affiliates to incorporate this principle into the local agreement. (02-06)

F-48 Performance Pay Concepts

We believe that basing salaries on training and experience is the fairest method of fixing salaries and salary schedules for educational employees.

We also believe that performance pay schedules, such as merit pay or any other system of compensation based on an evaluation of an education employee's performance, are inappropriate, except in institutions of higher education where it has been bargained.

Performance pay concepts create inequalities, and, therefore, we urge local affiliates to resist attempts to impose such plans. (09)

G. SECURE PROFESSIONAL AUTONOMY

G-1 Professional Practices Board

We believe that the education profession must govern itself. We also believe that Ohio must maintain a professional practices board composed of a majority of practicing public school teachers.

We believe that this professional practices board should have exclusive authority to certificate/license and/or determine if and how a certificate/license will be recognized for professional educators. This board should also have the authority over the approval of teacher preparation programs and over the suspension, revocation, or withdrawal of such certificates, licenses, and approvals. (78-10)

G-2 National Certification

We support voluntary national certification, by which the profession grants recognition to an individual who has met qualifications specified by the profession. National certification should not be used as a criterion for continuing employment, state certification/licensure, renewal of state licensure, salary determination, evaluation, dismissal, promotion, assignment, or tenure.

We further believe that the National Board for Teaching Standards, which we recognize as the authority for granting such certification, must be composed of a majority of teachers. (01-09)

G-3 Master Teacher

We support voluntary attainment of Master Teacher designation by which the profession grants recognition to an individual who has met qualifications specified by the profession. Master Teacher designation should not be used as a criterion for continuing employment, state certification/licensure, renewal of state licensure, salary determination, evaluation, dismissal, promotion, assignment, or tenure. (10)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

H-1 Public Relations

We believe that continuous public relations work must be done to involve all segments of the public in building a system of sound public education.

We support efforts to inform the public of:

- a. the goals of public education and the role of professionals in meeting those goals,
- b. the problems faced by public schools in northeastern Ohio, especially the lack of commitment on the state level to finance and support public education at adequate levels,
- c. the need to improve curriculum and instruction and to maintain and upgrade equipment and facilities to meet the demands of a changing world,
- d. the detrimental effects on public education of vouchers, charter schools, or of other attempts to divert public money to private institutions, and
- e. the accomplishments of those involved in public education as the above challenges are met. (78-10)

H-2 Public Opinion Surveys

In order to ensure maximum involvement, we urge all members of NEOEA to become aware of and participate in public opinion research related to educational issues. We urge survey participants to exercise caution where surveys may be used for partisan purposes. (77-04)

H-3 Participation in Political Activities

We believe that educational employees have full rights of citizenship, including participation in political activities so long as these activities do not interfere with the performance of professional duties.

We believe that a leave of absence must be granted to any educational employee for the purpose of campaigning or holding public office. We believe that when a leave is granted, all accrued rights and benefits must be accorded to the educational employee. (78-10)

H-4 Political Awareness

We encourage all educational employees to become involved in the political process by registering to vote and by voting in both the primary and general elections, and by supporting the legislative positions of the united teaching profession.

Furthermore, we encourage local associations to establish and maintain strong political action committees, which will actively work to promote political awareness of education issues, study the views of political candidates, support candidates who are most favorable to advancing the cause of public education, and lobby elected officials.

Finally, we urge individual Association members to exercise their right by contributing generously to the OEA/NEA Fund for Children and Public Education (FCPE) in addition to their local PAC. (92-09)

H-5 Free and Fair Elections

We believe that the principle of one-person-one-vote must apply at all levels of government including the election of the President of the United States.

We recognize the right to vote as a constitutional right guaranteed to all eligible citizens. We support the continued maintenance of the provisions of the Voting Rights Act of 1965.

We support voting and absentee provisions that insure the election process is accessible, easy, accurate, reliable, and verifiable. We further support voter education programs and uniform registration requirements without restrictive residency provisions. (78-11)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

I-1 Equal Rights Amendment

We support an equal rights amendment to the U.S. Constitution which guarantees that equality under the law shall not be denied or abridged by any agency of the federal, state, or local government because of gender. (78-10)

I-2 Human Relations

We believe that positive human relations are essential to the educational environment. We believe that as our schools and communities become more diverse, educational programs which recognize this diversity and improve human relations are essential.

We urge students, educational employees, and administrators to work cooperatively to achieve human relations goals which would improve education in each community. (78-09)

I-3 Title IX Compliance

We believe that local associations should initiate and continue awareness programs which will enable members to exert their influence in helping educational institutions to continue to maintain and comply with the current guidelines of Title IX. (78-09)

I-4 Civil Rights

We believe in the achievement of an integrated society free from discrimination barriers, especially hate-motivated violence and harassment based upon political activity, race, color, national origin, religion, creed, gender, sexual orientation, age, disability, size, economic status, and marital status. (78-03)

I-5 Sexual Harassment

We believe that educational employees and students should be protected from all forms of sexual harassment. Sexual harassment is a recognized form of sex discrimination or abuse. We encourage our affiliates to work with local school districts and institutions of higher learning to establish strong policies defining and prohibiting sexual harassment and to develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment. (77-10)

I-6 Gender Equity

We believe that the state must guarantee equal opportunities for males and females in all educational programs and activities. We further recommend that males should be encouraged and recruited to enter and be actively involved in elementary education and females in secondary administration. We encourage Association leaders and members to lobby legislators for the introduction and passage of state legislation ensuring gender equity in education. (77-11)

I-7 Prayer in the Public Schools

We oppose all attempts to set aside school time for prayer or moments of sectarian meditation in the public schools. (77-99)

I-8 Moments of Silence

We believe that moments of silence may serve useful educational purposes. However, to be acceptable, such moments of silence must be consistent with Constitutional guarantees. (77-93)

I-9 Bullying

We believe the school environment must be free from all forms of bullying including hazing, but not limited to physical, psychological, and/or cyber bullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. We recognize that bullying in schools is not limited to students, but can include members of the entire school community.

We encourage local associations to work with public school districts and institutions of higher education to develop comprehensive school-wide programs including all stakeholders to address bullying. Such programs should:

- a. establish strong policies prohibiting bullying that include the definition, consequences, and procedures for reporting and appeals;
- b. develop and implement educational programs designed to help students recognize, understand, prevent, oppose, and eliminate bullying;
- c. provide training for all school employees in bullying prevention, and;

- d. provide professional development materials and resources.

These programs should be reviewed, revised, and updated to reflect changing needs. (10-11)

I-10 Human Trafficking

We believe in the abolition of all forms of human trafficking. Human trafficking is the acquisition of people by improper means such as force, fraud, or deception, with the aim of exploiting them as defined by the United Nations Convention of Human Trafficking and Migrant Smuggling. (11)

J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT UNITED EDUCATION PROFESSION

J-1 UniServ

We recognize the value of the UniServ program as a means of making professional services easily available to individual members, local associations, and district associations. We believe it is the responsibility of all OEA members to cooperate fully with one another to maintain a successful UniServ program.

We support local associations who actively participate in their UniServ council by selecting representatives to the council, by participating in council decision making, by asserting local control over how UniServ services are provided, and by taking an active role in the evaluation of the UniServ staff.

We also recognize that the UniServ program exists for the benefit of its constituent members and local associations. We oppose any abridgment of a constituent member's or local association's control of its own affairs or right to service because of its participation in the UniServ Program. (78-90)

J-2 Professional Membership

We believe that every educational employee should consider it a professional duty to join, to support, and to participate in the activities of the affiliated local, district, state, and national professional associations. (78-09)

J-3 Membership in OEA/NEA Associate Organizations

We believe that every association member should join local, district, state, and national professional organizations which are associated with OEA/NEA. (78-09)

J-4 Coordinating Bargaining

We recognize the potential value of local associations coordinating their bargaining efforts. (77-98)

J-5 Agency Shop

We believe each association should maintain its professional integrity by securing agency shop provisions in its local contract and resisting attempts of the legislature to circumvent the freedom of locals to negotiate such provisions. (77-03)

J-6 Retired Member Participation

We believe retired members are a valuable asset and play an important role in furthering the educational and political goals of the Association.

As such, retired members should be provided information about Association programs and activities at the local, state, and national levels and should be encouraged to provide input and participate fully at all levels. (03)

J-7 Student Member Participation

We believe that eligible college students should have the opportunity and should be encouraged to join the Association and to participate in the Association at local, state, and national levels.

We further believe that cultivating a sense of the rights, responsibilities, and ethics of the teaching profession among student members should be a priority of the Association. (03-09)

J-8 The Right to Organize

We believe that all people have the right to organize in order to achieve an improvement of their living and working conditions through their own free and independent unions and organizations. We urge that this right be advocated where it is now abused or denied and strengthened where it is now secured.

We further believe that the Association should identify common concerns with other unions and organizations to form alliances that will achieve common goals.

We deplore anti-union activities by political candidates, pundits, business interests, school districts, and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize members for union involvement, and deprive workers of their right to organize and bargain. (03-11)

Members of the Committee are:

Kari Walchalk, Chairperson, Field Local TA
Marshall Buckley, Vice Chair, Mentor TA
Sarah Carver, Liaison, Mentor Classified Employees
Nancy Czupik, Olmsted Falls EA
Leslie Frank, Weaver Workshop and Support Assn.
MaryAnn Harris, East Cleveland EA
Michael Jaszczak, Parma EA
Dianne Noice, Secretary, Independence EA-R
Saundra Reichel, Ashtabula Area TA
Kim Richards, Liaison, Cardinal EA
Frederick Robsel, Buckeye EA-R
Audrey Scuba, Stow TA-R
Kim Vivolo, Lakewood TA
Hasheen Wilson, YSU-ACE
Dana Yaro-Linderman, Independence EA

ADDENDUM

Code of Ethics of the Education Profession

Preamble

The educator, believing in the worth and dignity of each human being, recognizes the supreme importance of the pursuit of truth, devotion to excellence, and the nurture of the democratic principles. Essential to these goals is the protection of freedom to learn and to teach and the guarantee of equal educational opportunity for all. The educator accepts the responsibility to adhere to the highest ethical standards.

The educator recognizes the magnitude of the responsibility inherent in the teaching process. The desire for the respect and confidence of one's colleagues, of students, of parents, and of the members of the community provides the incentive to attain and maintain the highest possible degree of ethical conduct. The Code of Ethics of the Education Profession indicates the aspiration of all educators and provides standards by which to judge conduct.

The remedies specified by the NEA and/or its affiliates for the violation of any provision of this Code shall be exclusive and no such provision shall be enforceable in any form other than the one specifically designated by the NEA or its affiliates.

Principle I – Commitment to the Student

The educator strives to help each student realize his or her potential as a worthy and effective member of society. The educator therefore works to stimulate the spirit of inquiry, the acquisition of knowledge and understanding, and the thoughtful formulation of worthy goals.

In fulfillment of the obligation to the student, the educator—

1. Shall not unreasonably restrain the student from independent action in the pursuit of learning.
2. Shall not unreasonably deny the student's access to varying points of view.
3. Shall not deliberately suppress or distort subject matter relevant to the student's progress.
4. Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.
5. Shall not intentionally expose the student to embarrassment or disparagement.
6. Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly—
 - a. Exclude any student from participation in any program
 - b. Deny benefits to any student
 - c. Grant any advantage to any student
7. Shall not use professional relationships with students for private advantage.
8. Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Principle II – Commitment to the Profession

The education profession is vested by the public with a trust and responsibility requiring the highest ideals of professional service.

In the belief that the quality of the services of the education profession directly influences the nation and its citizens, the educator shall exert every effort to raise professional standards, to promote a climate that encourages the exercise of professional judgment, to achieve conditions that attract persons worthy of the trust to careers in education, and to assist in preventing the practice of the profession by unqualified persons.

In fulfillment of the obligation to the profession, the educator—

1. Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.
2. Shall not misrepresent his/her professional qualifications.
3. Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.
4. Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.
5. Shall not assist a noneducator in the unauthorized practice of teaching.
6. Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.
7. Shall not knowingly make false or malicious statements about a colleague.
8. Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly

Symbol of the United Education Profession

This symbol, adopted by the NEA Executive Committee in 1966, combines the legacy of the past with the symbol for pi, the first character in the Ancient Greek word for education, with a new direction for the future (>). The spherical triangle serving as the background represents the mutually supportive programs of local, state, and national education associations to advance education.



In one sentence, then, the design symbolizes the forward thrust of education through a united profession.

Index

A

academic freedom, 6, 26
accountability, 28
Acquired Immune Deficiency Syndrome, 34
addictive substances, 19
adult basic education, 5
adult literacy, 5
advertising, alcohol, 20
advertising, tobacco, 20
AEDs, 11
affirmative action, 40
after school, 14
agency shop, 46
aides, 13, 37, 38
AIDS, 34
alcohol, 20
allergies, 21
alternative programs, 9
animals, 5
asbestos, 8
assault, 32
assessment, 15
at risk, 8
at-risk students, 18
auxiliary personnel, 37

B

bilingual and ELL education, 7
board meetings, 40
book banning, 28
breakfast, 13
bullying, 44
bus evacuation drills, 13
business, 3, 9

C

calendar, 36
censorship, 28
certificated/licensed, 7, 30
certificates, 25, 41
CEUs (Continuing Education Units), 24
charter schools, 1
child abuse, 17, 38

child care, 12, 14
citizenship, ii, 41, 42
civil rights, 43
class size, 16, 17, 37
classical language, 10
Code of Ethics, 24
Code of Ethics of the Education Profession, 24
collective bargaining, 6, 16, 30, 35
color, 30, 43
communications systems, 8
compensation, 6, 29, 30, 38
continuing contracts, 35
contract enforcement, 29
coordinated bargaining, 46
counseling, 14
CPR, 11
crime-free, 8
cultural diversity, 6
curriculum development, 26, 30

D

dance, 5
dental coverage, 29
disabilities, 15, 16, 17
discipline, 8, 13
disruptive, 8, 28
domestic violence, 18
drama, 5
drug-free, 8
drugs, 19
dual certification/licensure, 36
due process, 23, 34

E

early childhood education, 12
economic, 30, 43
economic life skills, 11
education mandates, 2
education support professionals, 25, 37
ELL, 7
emergency plans, 22
emotionally disturbed, 19
energy conservation, 4
environmental education, 4

environmental hazards, 14
environmentally safe schools, 31
Epi pens, 11
equal opportunity, 31, 40
equal rights amendment, 43
equipment and materials, 8
evaluation, 6, 16, 23, 35, 45
extra-curricular, 30
extremist groups, 20

F

fair dismissal, 34
fair share fee, 46
family, 4, 9, 18
family and consumer science, 4
family stability, 9
financial aid, 10
fine arts, 5
foreign language, 10
foreign/world language, 10
fringe benefits, 29
funding, 2, 3, 5, 6, 7, 9, 14, 16

G

gender, 30, 43
gender equity, 44
gifted, 17
guidance and counseling, 19
gun-free, 8

H

harmful fumes, 8
hazardous materials, 15, 31
hazing, 44
health and safety standards, 14
health care, 12
health care records, 34
health insurance, 30
helper animal, 16
hepatitis awareness, 34
higher education, 6
HIPAA, 34
HIV, 34
home schooling, 6
homeless students, 22
human relations, 43
human trafficking, 45

I

illegal substances, 19
inclusion, 16
increments, 29
Individual education programs, 15
industrial technology, 4
inservice training, 16, 24
instructional days, 35
insurance, 30, 34
Insurance carriers, 34
Internet access, 11
involuntary transfer, 36

J

job descriptions, 40
juvenile detention, 21

L

labor movement, 5
law related education, 5
lead-based paint, 8
learning environment, 32
least restrictive alternative environment, 15
licenses, 25, 41
life insurance, 29
life-saving techniques, 11
literature, 5
lockdowns, 22
LPDC, 25
lunch, 13

M

marital status, 30, 43
Master Teacher, 41
material selection, 27
meals, 13
media, 21
media center, 7
medical benefits, 29, 30
Medicare Part B, 30
membership, 45
mental health, 15
merit rating, 23
metric system, 10
missing children, 17
moments of silence, 44
money raising activities, 8
music, 5

N

narcotics, 19
national certification, 41
national origin, 30, 43
neighborhood watch zones, 8
non-traditional school options, 1
non-traditional schools, 1
nurses, 12

O

organizing rights, 46
OSHA, 14

P

PAC, 42
parents, 8, 18, 28
parent-teacher conferences, 3
parity, 38
part-time faculty, 39
performance pay, 40
personal appearance, 39
personal life, 34
physical education, 9
physical examinations, 30
political activities, 42
political awareness, 42
prayer, 44
prescribed substances, 19
prescription coverage, 29
private schools, 1
private sector, 14, 38
private sectors, 6
professional development, 25, 29
professional developments, 24
professional growth, 23, 24
professional membership, 45
professional practices board, 41
public opinion surveys, 42
public relations, 41

R

race, 30, 43
reduction in force, 35
rehabilitation, 20
released time, 16, 36
religion, 26, 30, 43
required attendance, 31
restroom facilities, 8, 31

retired members, 46
retirement, 33, 34, 36, 38

S

sabbatical, 36
safety, 8, 12, 13, 14, 15, 22
salary, 23, 29, 30, 32, 33, 36
school administrators, 8
school board members, 2
school emergency plans, 22
school meal programs, 13
school nurses, 12
school support professionals, 25
science curriculum, 9
science curriculum and standards, 15
second-hand smoke, 19
sectarian, 27
seniority, 35
separation of church and state, 27
service animal, 16
sexual harassment, 44
sexual orientation, 43
sick leave, 32
site-based shared decision making, 35
smoke alarms, 8
smoking, 19
social promotion, 28
Social Security, 34
special education, 15
special needs students, 18
sprinklers, 8
staff reduction, 35
staff reductions, 16
state-mandated testing, 27
steroids, 19
stinging insects, 8
stress, 32
student employment, 20
student involvement, 20
student management, 13
student members, 46
student teachers, 38
subcontracting, 38
substance abuse, 19
substitute education support professionals,
37
substitutes, 36, 37
summer school, 5
supervisory and administrative positions, 31
supplemental contract, 9, 14

T

talented students, 17
tax breaks, 3
tax monies, 2
tax reform, 2
teacher preparation programs, 41
teaching techniques, 27
technology, 4
Temporary Certificates, 25
terrorist groups, 20
testing, 27
Title IX, 43
tobacco, 20
transportation, 13
tuition tax credit, 1
tutors, 30

U

U.S. Department of Education, 1
unionism, 5

UniServ, 45

V

vaccinations, 30
vandalism, 33
violence, 8, 13, 18
vision coverage, 29
visual arts, 5
vocation/career and technical education, 3
vocational areas, 19
volunteers, 38
vote, 42
voting, 43
voucher, 1

W

weapons, 8
withdrawal of services, 36
work load, 6
work stoppages, 35
working conditions, 16, 24