WEA
WASHINGTON
EDUCATION
ASSOCIATION

CONTINUING RESOLUTIONS

2018

Continuing Resolutions

PREAMBLE

The Washington Education Association Representative Assembly annually reviews a concomitant set of resolutions that are expressions of Association beliefs, statements of Association positions, or proposed Association directions to the Association's mission statement, goals, and core values.

Resolutions of an ongoing nature shall be identified as "**CONTINUING RESOLUTIONS**." The title of a **CONTINUING RESOLUTION** will be preceded by the letters "**CR**" as well as a section letter and number identification corresponding to the table of contents of the annual Resolutions Report. **CONTINUING RESOLUTIONS** are alphabetically ordered within a letter section or under a topic within a letter section. Since 1985, the year of adoption and the most recent year of amendment are placed in parenthesis at the end of each **CONTINUING RESOLUTION TITLE**.

Consideration for amendment or elimination of a **CONTINUING RESOLUTION** shall require a majority vote of the delegates present and voting.

NEW RESOLUTIONS adopted at Representative Assembly shall be incorporated as **CONTINUING RESOLUTIONS** by the Documents and Resolutions Work Team and their placement noted in the Assembly Summary Report.

Continuing Resolutions

DEFINITIONS OF TERMS WITHIN CONTINUING RESOLUTIONS

TEACHER

Includes the member whose primary duties are classroom oriented.

CERTIFIED EMPLOYEE

Includes "teacher" and everyone else who holds a certificate, such as counselor or nurse.

CLASSIFIED EMPLOYEE

Includes only those who are "Education Support Professionals (ESP)".

WEA MEMBER

Includes those "education employees" who are association members.

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Continuing Resolutions

TABLE OF CONTENTS (By Subject Area)

A. EDUCATION
Federal (1-2)
Federal/State (3-8)
State (9-10)

B. CURRICULUM
General Curriculum (1-8)
Specific Curricular Areas (9-37)

C. EDUCATION FINANCE
Federal (1-2)
Federal/State (3-4)
State (5-16)

D. PROFESSIONAL COMPETENCE AND STANDARDS
General (1-6)
Certification (7-13)
Professional (14-17)

E. PROFESSIONAL WELFARE
Organizational Welfare (1-7)
Welfare of Constituent Groups (8-11)
Individual Welfare (12-28)

F. PROFESSIONAL ASSOCIATIONS
Organization (1-4)
Programs (5-10)

G. PROFESSIONAL RIGHTS AND RESPONSIBILITIES
Academic Freedom (1-3)
Member Rights (4-7)

H. STUDENT RIGHTS AND RESPONSIBILITIES (1-5)

I. CIVIL AND HUMAN RIGHTS
Society at Large (1-12)
Education Employees (13-15)
Students (16-21)

(As amended by the 2018 WEA Representative Assembly)

A. EDUCATION

FEDERAL

CR A-1 EDUCATIONAL BROADCASTING FOR SCHOOL-AGE CHILDREN (RA-86)

The Washington Education Association believes broadcasters should air educational television programs of interest to school children at times early enough so as not to keep students up late in the evening.

CR A-2 SEPARATION OF CHURCH AND STATE (RA-85)

The Washington Education Association believes in the separation of Church and State and that expenditure of public funds must be for public education only.

FEDERAL/STATE

CR A-3 EDUCATION OF THE CHILDREN OF MIGRANT WORKERS (RA-85, 97)

The Washington Education Association believes that the education of the children of migrant workers is an integral part of common school education in the state of Washington.

The Association supports legislation to ensure equal educational opportunities for the children of migrant workers.

CR A-4 ENGLISH ONLY (RA-09)

The Washington Education Association opposes federal or state legislation/policy that requires “English Only” education or services.

CR A-5 EQUAL EDUCATION FOR NATIVE AMERICANS (RA-85)

The Washington Education Association believes that in order to improve the high school graduation rate and increase higher education participation by Native Americans, the state and national governments must increase efforts to provide equal education to Native Americans by providing funding, curriculum improvement, and textbook updating; by giving sensitivity training to education employees, students, and parents/guardians; and by supporting and mentoring Native Americans' inclusion in the public school decision-making processes.

CR A-6 FEDERAL AND STATE LEGISLATIVE MANDATES (RA-85)

The Washington Education Association believes that federal and state legislative mandates regarding school programs should include "education employee statements." These statements should include, but not be limited to, defining the impact of such mandates on:

1. teaching resources and personnel necessary for implementation;
2. employee in-service and training;
3. employee workload and additional compensation;
4. priority within the curriculum; and
5. written report requirements.

CR A-7 STANDARDIZED TESTS (RA-85, 02)

The Washington Education Association believes standardized tests are acceptable when they meet the following criteria:

1. No single standardized test should be used for high-stakes decisions about schools or students. Standardized testing data should be used as one piece of information for high stakes decisions, along with additional data like dropout rates, absenteeism, satisfaction surveys for schools and classroom assessments, portfolios, and special projects for students.
2. The goal of standardized tests should be improved instruction. Tests and test scores should be used to develop curriculum and programs at the building level and should help teachers in planning instruction and designing remediation for their students.
3. When a standardized test is introduced as a vehicle for statewide education reform, teachers and staff must have ample opportunities to access professional development and appropriate materials before schools, teachers, or students are sanctioned for failing to meet the new standards. Fairness requires that the governmental body that mandates a test should also provide resources to help all students meet high standards.
4. The test must be determined to be valid for each purpose used. Each separate use of a test for individual certification, school evaluation, curricular improvement, increasing student motivation, or other uses requires a separate evaluation of the strengths and limitations of both the testing program and the test itself.
5. All test items must be free of cultural, ethnic, or socio-economic bias.
6. Appropriate attention must be given to students who lack mastery of English. For these students, a test written in English becomes, to one degree or another, a test of language proficiency. Special accommodations for English learners may be necessary to obtain valid scores.
7. Appropriate attention must be given to students with disabilities. Not only must these students be given alternative tests or accommodations, but also the effects of the students' disabilities must be appropriately weighed in drawing conclusions from the test results.
8. Clear policies are necessary to identify which students are to be tested and under what circumstances students may be exempted. Such policies must be uniformly enforced, and reporting of test score results must portray accurately the percentage of students exempted.
9. When specific scores are set to determine "passing" or "meeting standard," the validity of these specific scores must be established, based on sound educational principles. Proficiency standards must be set at an appropriate developmental level and a clear distinction must be made to educators, students, and the public about minimum competency, national average, and "world class" standards.
10. Standardized test questions must be aligned to curriculum and state standards. Both the content of the test and the cognitive processes engaged in taking the test must adequately represent the curriculum. Tests must not become an excuse to narrow the curriculum.
11. All test items must be developmentally appropriate and consistent in difficulty from year to year.
12. Test scores must not be used for school-to-school comparisons.
13. Score reports from all standardized tests must include the error of measurement. Just as with public opinion polls which are reported to be accurate within plus or minus percentage points, all standardized tests have an error of measurement. Even though they may be reported as absolute, test scores are subject to variations caused by anything from a change in testing conditions, to the health of the child on test day, to possible errors in scoring.
14. Tests must be reevaluated on a regular basis to determine continued effectiveness for each intended purpose. Regular review for both intended and unintended consequences is also essential, along with publication of both the positive and the negative effects of the testing program.

CR A-8 STANDARDIZED TESTS AND TEACHER EVALUATIONS (RA-14, 16)

The Washington Education Association opposes any use of standardized and mandated state-wide test/assessment scores as part of teacher evaluations.

STATE

CR A-9 CLASS-SIZE LOAD CALCULATION (RA-85)

The Washington Education Association believes that the practice of calculating pupil-teacher ratios and average class size by including supervisory personnel and others who do not have regular classroom assignments does not truly reflect actual class loads of classroom teachers.

The Association also believes the state needs to adopt a mandatory weighted student formula to calculate average class size and average per pupil-teacher ratios based on:

1. the total teacher contact hours;
2. total students' hours;
3. student classification categories that generate supplementary funds from the state or federal government; and
4. student grade level.

CR A-10 CONSTITUTIONAL REFORM (RA-85)

The Washington Education Association believes the Washington State Constitution should be revised to provide for reform of the total tax structure.

B. CURRICULUM

GENERAL CURRICULUM

CR B-1 ACCOUNTABILITY (RA-97, 03)

The Washington Education Association supports the Washington State Learning Goals and Standards.

The Association also supports the use of multiple measures to determine student achievement and the quality of schools.

The Association further supports accountability defined as shared and reciprocal responsibility. Educators should be held accountable for student achievement as long as the policy makers and the community provide conditions necessary for student success.

The Association believes the following conditions are necessary for successful student learning:

1. genuine opportunity for students to learn;
2. extended learning opportunities for those students who need them;
3. a broad and rich curriculum;
4. small, manageable class sizes;
5. time for teacher and staff planning and collaboration;
6. professional development;
7. sufficient resources, including instructional materials, school library programs, technology, support staff, and leadership;
8. teachers who are assigned only to classes for which they are qualified to teach;
9. community and parent support and involvement;
10. community resources that ensure students come to school ready to learn;
11. safe and functional facilities that promote effective learning; and
12. compensation to attract and retain quality school employees.

CR B-2 CULTURALLY RESPONSIVE TEACHING MOVES SCHOOLS FORWARD (RA-18)

The Washington Education Association believes that culturally responsive teaching is a powerful framework developed by educational leaders of color to improve our understanding of the role culture plays in how students learn and how to best build an equitable, inclusive, socially just public school system.

The Association also believes that in order to build a positive future for all students, and a strong, inclusive democracy, we need to continue to grow in our understanding and value for all cultures and peoples represented in our schools.

The Association further believes all educators should actively pursue high quality, ongoing professional development opportunities, and continue to build literacy and fluency in the realm of culturally responsive education.

CR B-3 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MATERIALS (RA-85, 97)

The Washington Education Association believes that teacher participation in the development of curriculum is essential to its most effective application in the classroom.

The Association also believes that adequate facilities, equipment, materials, and time necessary to develop programs shall be provided to school and staff.

CR B-4 EDUCATIONAL CENTERS (RA-85)

The Washington Education Association supports the concept of Educational Centers which:

1. reflect the integrity of the Washington State High School Diploma;
2. truly meet the divergent youth population of the state;
3. are operated by local school districts under the same state rules and regulations which govern the private educational center; and
4. receive the same type of financial support as the private educational centers do.

CR B-5 FLEXIBILITY IN SCHOOL SCHEDULES (RA-85)

The Washington Education Association believes that schools need greater flexibility in the prescribed length of the student school day to permit individualization of instruction and to provide time for instructional planning, curriculum development, in-service planning, in-service training, and conferencing.

CR B-6 MEMBER PARTICIPATION ON STATE COMMITTEES (RA-85)

The Washington Education Association believes that member participation on state education committees sponsored by the Superintendent of Public Instruction and the Executive Director of the Community and Technical Colleges is vital.

The Association also believes that expenses incurred by the members serving on the committees, including costs for release time, subsistence, and travel, be paid by the OSPI, State Board for Community and Technical Colleges, and/or the local educational institution.

CR B-7 SECONDARY TRANSCRIPTS, GRADUATION, AND DIPLOMAS (RA-15, 18)

The Washington Education Association believes that all Washington secondary school transcripts should be uniform in documenting and clearly defining the individual student's educational program.

The Association supports meaningful vocational and competency-based alternatives to standards-based high school graduation.

The Association also believes all students within a district who have satisfactorily completed their course of study as determined and designed for the student by the district shall receive equal treatment regarding graduation and diplomas.

The Association opposes inclusion of federal- and/or state-mandated assessment scores on student transcripts.

The Association also opposes the use of high-stakes national/state assessments for placement and/or as an enrollment or graduation requirement.

CR B-8 STATEWIDE INSTRUCTIONAL MATERIALS ADOPTION (RA-85)

The Washington Education Association supports the practice of local districts selecting their own instructional materials in this state.

The Association is opposed to any and all efforts to make Washington a state that adopts instructional materials on a statewide basis.

SPECIFIC CURRICULAR AREAS

CR B-9 S.T.E.M. (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) TO S.T.E.A.M. (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS) EDUCATION (RA-13, 18)

The Washington Education Association believes S.T.E.A.M. education develops higher levels of critical thinking, creative problem solving, and innovation in addition to economic vitality and personal well-being.

The Association also believes the importance of the arts (visual and performing) and design as an integral part of S.T.E.A.M. fields.

The Association further believes the inclusion of the arts and design into S.T.E.M. curriculum development, education, and legislation is essential.

The Association also believes that in order to promote the arts and design in S.T.E.A.M. curriculum development, educators must be provided best practices and successful strategies in a publicly accessible form.

CR B-10 AIDS EDUCATION (RA-88, 95)

The Washington Education Association supports comprehensive AIDS educational programs that are medically sound and that include education about all means of transmission and prevention.

The Association believes the proper implementation of these programs requires education employee training and that these programs shall be presented by properly licensed/trained personnel.

The Association also supports a free and appropriate public education for all students with AIDS in a least restrictive environment and that the placement of children in school shall be made on a case-by-case basis by a team composed of qualified health care professionals, school officials, school health personnel, the child's physician, and the child's parent/guardian.

CR B-11 CAREER AND TECHNICAL (VOCATIONAL) EDUCATION (RA-85, 04)

The Washington Education Association believes the Legislature has a responsibility to expand and support career and technical (vocational) education programs in the state's public schools and community colleges.

CR B-12 CERTIFIED LICENSED MEDICAL PROFESSIONALS AT HIGH-CONTACT HIGH SCHOOL ATHLETIC COMPETITIONS (RA-13)

The Washington Education Association supports the presence of certified or licensed medical professionals at high-contact interscholastic high school athletic competitions.

CR B-13 CHILDRENS' RIGHT TO PLAY (RA-96, 16)

The Washington Education Association believes that elementary students should have scheduled in every two and a half (2.5) hours of the student day, at least fifteen (15) minutes of non-directive recess play.

The Association also believes that all children require unstructured play time as a condition of normal development.

The Association further believes that, if the amount of unstructured play time is insufficient, the consequences impact the brain development of students as well as their mental and physical health.

The Association also believes that unstructured play experiences for children promote problem-solving ability, fine and gross motor skills, planning and organizational skills, regulation of emotions and impulse control, and the development of oral language and literacy skills.

The Association further believes that pretend play contributes to genitive development.

The Association also believes that a decline in play has been associated with the rise in mental health issues in children as well as a lack of development of the aforementioned skills.

CR B-14 CITIZENSHIP EDUCATION (RA-95, 12)

The Washington Education Association believes that students should develop an understanding of their personal responsibility to ensure that all members of our society are afforded the rights of our democracy.

The Association also believes that public school curriculum should include the history of United States symbols, including the United States flag, and the customary respect and consideration of such symbols.

The Association further believes that public school curriculum should reflect the cultural heritage and achievements of all segments of American society. Students, as members of this society, have a responsibility to demonstrate respect for themselves and others with cultural, ethnic, and individual differences.

CR B-15 COMMUNITY AND TECHNICAL COLLEGE EDUCATION (RA-85)

The Washington Education Association believes that community and technical colleges are unique institutions in the state educational system whose goals and policies may differ from those of the Pre K-12 schools and other institutions of higher education.

The Association also believes the Legislature has a responsibility to provide ample funding for community and technical colleges so that they can provide the following:

1. an open door to all citizens without regard to their previous educational experience;
2. an exploratory educational environment designed to permit students to change educational and/or vocational aspirations;
3. a developmental program through which students can improve their basic skills;
4. an academic transfer program enabling students to complete all requirements of the first two (2) years of a four-year college or university program;
5. an occupational-technical education to prepare students for employment in business and industry; and
6. a community service program which meets the special needs of the community college service district.

CR B-16 DR. MARTIN LUTHER KING, JR. (RA-86)

The Washington Education Association believes that all students in their respective school system or school should have the opportunity to participate in and/or attend an appropriate lesson or program about the great American, Dr. Martin Luther King, Jr.

The Association also believes local school districts and private schools should conduct such programs the week prior to the Dr. Martin Luther King, Jr., observation date and coordinate these programs as closely as possible with other observances of Dr. Martin Luther King, Jr.'s birthday.

The Association further believes that such programs and lessons, whenever appropriate during the year, should include community resources such as individuals and organizations in order to help fulfill Dr. Martin Luther King, Jr.'s dream of unity.

CR B-17 DUAL LANGUAGE IMMERSION EDUCATION AND ENGLISH LANGUAGE LEARNERS (RA-06, 18)

The Washington Education Association believes that students with limited English proficiency learn best when:

1. curriculum content and comprehensive reading programs are facilitated in the student's language;
2. English Language Learners (ELL) programs are taught through a program that includes understanding, speaking, reading, and writing skills;
3. all aspects of the curriculum reflect respect for the student's native culture; and
4. curriculum content and comprehensive language programs are taught by:
    a. certified teachers who are multilingual; or
    b. certified teachers who have English Language Learners (ELL) endorsement and content course background; or
    c. certified teachers who are native speakers of the target language.

The Association also believes that ELL teachers assigned to teach English Language Learners must satisfy rigid requirements or have completed specialist degrees in bilingual education.

The Association further believes that either Dual Language Immersion education or ELL programs—or both—are acceptable ways to teach students with limited English skills. The Association recognizes the latest research data that proves the most effective program that closes the opportunity gap is Dual Language Immersion.

CR B-18 EARLY CHILDHOOD EDUCATION AND TRANSITION PROGRAMS (RA-85, 06)

The Washington Education Association believes in the right of young children to access early childhood education to ensure school readiness including habilitative intervention for children below age three (3) and compulsory kindergarten programs for all Washington children.

The Association also believes in transition programs, pre-school through grade 12, and school-to-work programs.

CR B-19 ENVIRONMENTAL EDUCATION (RA-85)

The Washington Education Association believes that public education has a responsibility to teach recognition of ecological problems that endanger the quality of our environment.

The Association supports efforts to preserve areas identified as environmentally fragile in Washington State and opposes any proposed developments which may damage such areas.

CR B-20 ETHNIC STUDIES (RA-17)

The Washington Education Association believes that ethnic studies present a narrative that highlights:

1. The history of racial oppression in the United States.
2. The intellectual, cultural resources, and traditions of those communities as a way to differentiate from Euro-American mainstream school knowledge.

The Association also believes that students Pre K-Higher Ed must be educated to understand and respect religious, sexual and gender identity, and other individual differences; the rights of others; and the importance of these for a healthy, pluralistic democracy.

CR B-21 EVENING AND SUMMER SCHOOL EDUCATION (RA-85)

The Washington Education Association believes that the state should provide adequate resources for the support of night school and summer school programs.

CR B-22 FINE ARTS EDUCATION (RA-85, 05)

The Washington Education Association believes that greater emphasis should be placed on fine arts (visual and performing) in the curriculum.

The Association also believes that every student in Pre K-12 should have access to fine arts instruction in school. The curriculum of every public or private elementary and secondary school should include a balanced, comprehensive, and sequential program of fine arts instruction taught by qualified teachers. At the elementary level (grades 1-5 or 1-6) every student should receive fine arts instruction each week for a least ninety (90) minutes. At the secondary level, every student should have an opportunity to elect an appropriate course in fine arts each year without conflicts with required courses.

The Association further believes that every high school should require participation in the fine arts for graduation, and every college and university should require at least one credit in the fine arts for admission.

CR B-23 HEALTH AND SAFETY EDUCATION (RA-85, 95)

The Washington Education Association believes that family life, including social skills, health, safety, and sex education, should be included in the curriculum of the public schools. Such curriculum should begin in the primary grades.

The Association also believes that all Washington school districts need to include drug education involving drug and alcohol use and abuse in the health education curriculum enabling individuals to establish guidelines and standards for developing a healthy effective family life and responsible social behavior.

The Association further believes that local districts should implement workshops to prepare staff members to teach health and safety education, and to assign the teaching of family life, sex education, and drug and alcohol use/abuse to only those staff members who have had special training in these areas.

CR B-24 HIGHLY CAPABLE EDUCATION (RA-17)

The Washington Education Association supports the unique needs of highly capable learners.

The Association recognizes that highly capable learners come from all ethnicities, cultures, and socio-economic backgrounds.

To meet those needs, the Association believes the state should provide ample resources for the support of highly capable learners.

CR B-25 THE HOLOCAUST (RA-95)

The Washington Education Association believes that the Holocaust, a concerted effort to annihilate Judaism and the Jewish people, was a crime against humanity that must never be forgotten.

The Association also believes that the way to make the words "Never Again" relevant to coming generations is to teach about the Holocaust as a way of providing insight into how inhumanity of this magnitude develops so that there can never again be a doubt about what can happen when people fail to condemn hatred and bigotry, whether by individuals or their government.

CR B-26 LIBRARY MEDIA PROGRAMS (RA-03)

The Washington Education Association believes that students should be highly knowledgeable and skilled in seeking, evaluating, interpreting, and using information and technology provided by a trained, certified librarian.

The Association also believes school library media programs ensure students will learn essential information and technology skills so that they will be effective users of ideas and information as independent learners, decision-makers, and problem solvers.

The Association further believes school library media programs should provide access to a comprehensive library of selected and organized electronic and print resources, including those on the Internet.

CR B-27 MATHEMATICS AND SCIENCE EDUCATION (RA-95, 18)

The Washington Education Association believes the study of mathematics and science to be a fundamental requirement for continued participation in an increasingly complicated and diverse society.

The Association also believes that teachers should be supplied with a viable curriculum aligned to the state adopted standards.

CR B-28 PHYSICAL EDUCATION (RA-03)

The Washington Education Association believes 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 follow national standards set forth by the appropriate professional organizations and should be developmentally appropriate, sequential, cooperative in nature, and culturally sensitive.

CR B-29 SCHOOL COUNSELORS' AND SOCIAL WORKERS' ROLES IN THE HEALTH OF CHILDREN (RA-03, 16)

The Washington Education Association believes that through the delivery of comprehensive guidance and counseling curriculum to all students in grades K-12, certified school counselors and social workers are integral participants on behalf of students in the identification, remediation, and/or prevention of:

1. physical, emotional, and/or sexual abuse;
2. neglect;
3. mental health issues;
4. anger management and violence;
5. alcohol and drug dependency;
6. stress and anxiety disorders;
7. bullying, harassment, and victimization;
8. academic failure and school drop-outs; and
9. gang involvement and anti-social behaviors.
10. complex trauma (multiple abuses or issues/disorders)

CR B-30 SCHOOL NURSES AND THE HEALTH OF CHILDREN (RA-85, 95)

The Washington Education Association believes that the school staff should have immediate access to the health expertise of the certified school nurse in areas of health services, health counseling, and health education.

The Association also believes that the certified school nurse is an active participant in the prevention, identification, and/or remediation of:

1. illness including immunization or accidents;
2. child abuse, sexual abuse, or neglect;
3. mental health problems, suicide, and drug dependency;
4. sexually transmitted diseases, pregnancies, and family planning;
5. unmet physiological, nutritional, and dental needs; and
6. stress and stress-related problems.

CR B-31 SCHOOL PSYCHOLOGISTS' ROLES IN PROMOTING STUDENT SUCCESS (RA-04)

The Washington Education Association believes that school psychologists are an integral component of a successful learning environment through:

1. the use of assessment;
2. consultation;
3. intervention and prevention programming;
4. in-service education;
5. research/planning; and
6. provisions of mental health service.

CR B-32 SPECIAL EDUCATION GUIDELINES (RA-00, 17)

The Washington Education Association believes that special education students have unique needs. In order to best meet these needs, the Association also believes that:

1. Special education teachers should have an extensive preparation in special education.
2. Educational Staff Associates (ESA) shall have extensive preparation in their area of specialty.
3. Special education classified staff shall have extensive preservice and ongoing in-service in special education.
4. Regular education employees shall have training in providing services to special needs students.
5. Individuals with Disabilities Education Act (IDEA), Washington Administrative Code (WAC), Free and Appropriate Public Education (FAPE), Americans with Disabilities Act (ADA), and Rehabilitation Act Section 504 rules and regulations shall be maintained as enacted and adopted to include:
    a. due process rights;

b. 504 plan and special education programs; and
c. a full continuum of program options.

6. All information relevant to the students' program shall be available to all staff members working with students with disabilities.
7. Any deviation from standard grading practices for disabled students shall be specified in the student's Individual Education Program (IEP).
8. Programs for special education should be funded at a level that meets the individual student's needs and should include all costs such as:
   a. adequate staffing;
   b. transportation;
   c. non-employee related costs;
   d. equipment;
   e. special facilities and materials; and
   f. early childhood programs (from birth) and transitional programs.
9. Serving the needs of special education students is best done by emphasizing specialized instruction and minimizing/streamlining paperwork accountability requirements. Special education personnel should receive sufficient secretarial support to enable them to primarily focus on the instruction of students.
10. Time shall be provided to special service educators and general education educators to collaborate regarding individualized education programs.

CR B-33 TECHNOLOGY EDUCATION (RA-86, 03)

The Washington Education Association supports the concept of technology education including career and technical education and the development of curricula to improve technological literacy for all students in public schools and colleges.

CR B-34 TRAFFIC SAFETY EDUCATION (TSE) (RA-03)

The Washington Education Association supports funding for Traffic Safety Education, both student subsidies and support staff, in public schools.

The Association opposes any attempt to privatize or remove responsibility for oversight of traffic safety education from OSPI.

CR B-35 UNESCO'S ASSOCIATED SCHOOLS PROJECT (RA-03)

The Washington Education Association supports school participation in the United Nation's Educational, Scientific and Cultural Organization (UNESCO) Associated Schools Project.

CR B-36 WASHINGTON STATE HISTORY (RA-85)

The Washington Education Association believes that Washington State history should be taught as a separate course in grades 7-12.

The Association also believes that the Washington State history requirement for high school graduation should be waived for those students entering a Washington school who have successfully completed a state history requirement for high school graduation in another state.

CR B-37 WORLD LANGUAGES (RA-95)

The Washington Education Association believes in the value of studying world languages and programs that promote their study beginning at the elementary level.

C. EDUCATION FINANCE

FEDERAL

CR C-1 FEDERAL SUPPORT (RA-85)

The Washington Education Association believes in the concept of broad-purpose general aid to public education by the federal government.

The Association also believes certified employees need to be involved in the development, writing, and submission of special federal programs and the screening, selection, and training of personnel involved in implementing such programs.

CR C-2 TUITION TAX CREDIT (RA-85)

The Washington Education Association opposes the concepts of tuition tax credits and other federal incentive programs which would benefit private schools and colleges to the detriment of public schools.

FEDERAL/STATE

CR C-3 FUNDING OF SPECIAL PROGRAMS (RA-08)

The Washington Education Association believes that both the state and federal governments should provide all funds beyond the regular per-pupil allocation of all local funds in order to provide special programs such as ELL and Special Education that are mandated by state and/or federal legislation and regulations.

CR C-4 SCHOOL LUNCH PROGRAM FOR ALL (RA-08)

The Washington Education Association believes that a free school lunch program for all would increase school attendance and guarantee that individual students would not be distracted from learning because of a lack of sound nourishment.

The Association also believes that a state-wide school lunch program would do away with paperwork to such an extent that the cost would be largely offset.

STATE

CR C-5 CORPORATIZATION, PRIVATIZATION OR SUBCONTRACTING (RA-14, 16)

The Washington Education Association believes in promoting the importance of quality public education, equal opportunity for all students, the economic security of public education employees, social justice, and racial integration into public schools.

The Washington Education Association also believes that certain players in the education advocacy sector advocate measures that are directly harmful to the project of universal, high-quality public education and to the benefits that public education confers on a democratic society.

The Association opposes any corporatization, privatization, or subcontracting that:

a. has the potential to reduce resources that otherwise would be available for quality public education or the potential to otherwise negatively impact public education;
b. advances practices, testing, curriculums, materials, tools, or professional development that are not directly tied to student learning but exist for the purpose of profit;
c. places the economic security of public education employees at risk;
d. replaces services that are or reasonably can be provided by public education employees;
e. has the purpose or effect of causing or maintaining racial segregation or inequities of any kind in public schools;
f. provides grant or other funding with strings attached that are in conflict with WEA policy;
g. has not been agreed to by the affected local; and
h. uses non-research based or untested policies and programs that could negatively impact student learning, such as denying children needed services.

CR C-6 FUNDING FOR SERVICES CONTRACTED BY THE DEPARTMENT OF CORRECTIONS (RA-85)

The Washington Education Association believes that in order to maintain program continuity and quality as well as faculty morale, it is essential that the Department of Corrections (DOC) and community colleges providing educational services to DOC be able to plan beyond a one-year time frame.

The Association also believes that the Legislature must establish a budgetary commitment to correctional education by authorizing the DOC to establish permanent and secure agreements with contracted community colleges.

CR C-7 GENERAL PRINCIPLES OF FINANCIAL SUPPORT (RA-85, 11)

The Washington Education Association believes it is the paramount duty of the state to provide ample educational opportunities for children in the state.

The Association also believes private funding of public education programs, personnel, and school reform development poses a potential threat to the integrity of public education. The Association further believes that local affiliates must be vigilant that the intent of the gift be consistent with the intent of public education and WEA's beliefs.

The Association further believes in a support program for public education which demands that the Legislature act within the state constitutional mandates to adequately support common schools as listed below:

1. financing should be a shared responsibility among local, state, and federal governments with basic control at the local level;
2. basic education funding should not be competitive in nature;
3. special levies should be reserved for special purposes only with assessments to be determined by the individual school district without restrictions from the state;
4. sufficient flexibility in the allocation of state funds should exist to provide for unexpected fluctuations in school enrollment;
5. continual review by the Superintendent of Public Instruction of the weighted factors in the apportionment formula should be incorporated;
6. any effort to extend the school year should include a similar movement to guarantee a proportional increase in school support from both the state and local levels; and
7. interest money collected on delinquent taxes should be paid to the taxing district fund for which the taxes are collected.

CR C-8 HUMANITIES IN HIGHER EDUCATION (RA-85)

The Washington Education Association believes satisfactory funding is necessary for higher educational institutions which would allow them to reinstate programs in the humanities which have been eliminated due to budgetary cutbacks.

CR C-9 MAINTENANCE OF THE STATE SCHOOLS FOR THE SENSORY DISABLED (RA-85)

The Washington Education Association believes in the maintenance of state schools for the sensory disabled. The Association also believes that ample financial support be provided for the operation of the Washington State School for the Blind and the Washington State School for the Deaf as the state's designated institutions for the sensory disabled.

CR C-10 PROJECTION OF SCHOOL CONSTRUCTION COSTS (RA-85)

The Washington Education Association believes in a policy permitting the use of a five-year enrollment projection period for construction utilizing state-matching funds.

The Association also believes that the level of state support should realistically reflect projected construction costs and that public school construction costs should be exempt from state sales tax.

The Association further believes that the school construction formula should be changed so that portable classrooms are not counted as available space in determining a school district's eligibility for state-matching funds.

The Association supports the maintenance of State Board of Education recommendations of construction plans which are consistent with acceptable educational standards including the housing of no more than twenty-five (25) students per class. Such plans should precede any allocation of state funds for K-12 classroom construction.

CR C-11 PUBLIC BANKING (RA-18)

The Washington Education Association believes in the development of a public cooperative bank in the state of Washington that:

1. Establishes a sustainable funding source of ready capital for infrastructure and economic development in the state of Washington.
2. Manages revenue, expenditures, investments, and finances more efficiently and more profitably for the people of the state, and
3. Works in partnership with school districts, community based organizations, municipalities, counties and other stakeholder groups to increase funding for public education, public health, public safety, and to provide economic opportunities for citizens.

CR C-12 SMALL SCHOOLS FUNDING (RA-85)

The Washington Education Association believes that all students, wherever they reside, should have equal educational opportunities.

The Association also believes that areas of low population density need additional financial aid in order to offer the variety of desirable programs available in populous areas.

The Association further believes the Legislature needs to provide small schools with sufficient funds to give their students the same opportunities for an adequate education as students in large districts.

CR C-13 STAFF DEVELOPMENT/TECHNOLOGY (RA-86, 95)

The Washington Education Association supports the concept of full state funding for staff development in the use of computers, emerging technologies, and techniques.

The Association believes that any additional training to meet job requirements should be funded by the state and/or local districts.

The Association also supports the integration and use of technology to enrich and enhance the curriculum.

The Association also believes that district site-license agreements should allow members to use software at their homes for educational purposes.

CR C-14 STATE APPORTIONMENT AND DISTRIBUTION FORMULA (RA-85)

The Washington Education Association believes the following principles should be included in the state school apportionment formula:

1. availability of equal education programs to every child in the state of Washington regardless of the taxable wealth of the school district;
2. maintenance of a proper balance among all sources of revenue available to school districts so that no district is unduly penalized or unduly rewarded;
3. apportionment of funds on an objective basis easily estimated as to amounts and computed upon definite factors;
4. minimum state control over local school boards in the administration of funds;
5. incentives for development of school programs to meet the changing needs of local conditions and society in general;
6. incentives for efficient organization and operation of school districts;
7. allowances for some range in revenues among the school districts in recognition of differences in costs not otherwise provided for in the formula and in scope and philosophy of local education programs;
8. incorporation of factors promoting desirable certified classroom-teacher ratio;
9. a staff weighting formula which fully recognizes experience and education; and
10. ensured equality of opportunity for students in federally impacted districts.

CR C-15 SUPPORT FOR TAX REFORM AND REVENUE RETENTION (RA-17, 18)

The Washington Education Association supports revision of the Washington State Constitution to provide for reform of the total tax structure to ensure ample and sustainable funding for public schools.

To achieve amply funded basic and higher education, WEA supports state revenue reform including:

1. a fair and progressive income tax;
2. capital gains taxes;
3. carbon taxes in those cases when they directly benefit public education funding and do not adversely impact lower income taxpayers and small businesses; and
4. reduced sales, property, and business and occupation taxes that unfairly burden low- and middle-income earners and small businesses.

The Association opposes tax revenue being spent on banking fees that profit privately-run banking institutions when that revenue could fund public education, social services, and environmental protections.

CR C-16 URBAN EDUCATION (RA-85, 93)

The Washington Education Association believes that urban socio-economic conditions adversely impact many urban students; and in order to provide adequate education, urban schools require financial support to alleviate their extraordinary program costs.

The Association also believes the Legislature needs to provide urban schools with sufficient funds to deliver an education which clearly addresses their unique circumstances.

D. PROFESSIONAL COMPETENCE AND STANDARDS

GENERAL

CR D-1 EMERGENCY FIRST AID (RA-17, 18)

The Washington Education Association believes that all education employees should regularly complete a First Aid and Cardiopulmonary Resuscitation (CPR) course and that all registration and employee-pay costs need to be covered by the school district.

The Association also believes that CPR training should include training in the use of Automated External Defibrillators (AED), even in school districts where these devices are not currently available.

The Association also believes that school districts should make training that meets the standards of the Federal Emergency Management Agency (FEMA) “Stop the Bleed Campaign” available to all education employees with applicable costs covered by the school district.

CR D-2 MULTICULTURAL EDUCATION TRAINING (RA-85, 07)

The Washington Education Association believes that training and/or experience with multi-ethnic, minority cultures, and other historically underrepresented groups is essential and should be provided for all education employees with formal staff development programs to occur at a minimum of at least once every three (3) years.

The Association also believes that inclusive diversity requires honest and open conversation, and encourages its members and all others in the educational community to engage in courageous conversations that examine our assumptions, prejudices, discriminatory practices, and their effects.

CR D-3 EDUCATIONAL EQUITY AND QUALITY WORKFORCE DIVERSITY (RA-06, 16)

The Washington Education Association believes that positive value can be experienced when students and staff are able to work within school and campus environments that reflect the rich ethnic, racial, and cultural diversity of our state and our nation.

The Association also believes that age diversity is a critical component of workplace diversity, and that educational employees of experience should be supported and retained.

The Association supports efforts by local affiliates to work closely with their district administrators, families, parents, community groups, and other interested parties to develop effective strategies and create culturally responsive contexts for the successful recruitment, hiring, and retention of education employees of color.

CR D-4 INCLUSIVE DIVERSITY (RA-07, 12)

The Washington Education Association believes that all local affiliates and UniServ Councils should develop plans for inclusive diversity that include strategies and efforts in such areas as the following:

1. working closely with other interested stakeholders to help diversify membership through effective recruitment, hiring, and retention of employees of color;
2. improving our cultural competency and culturally responsive and sensitive practices in our school districts, work-sites, local Associations, and UniServ Councils;
3. creating safe opportunities for courageous conversations related to diversity issues; and
4. increasing member of color involvement and leadership in the Association, as well as participation by other historically under-represented groups.

CR D-5 SCHOOL EMERGENCY PROCEDURES BEST PRACTICES (RA-17, 18)

The Washington Education Association believes that students and staff at all schools in Washington deserve to have school emergency plans in place that reflect current recommendations and best practices identified by federal, state, and local emergency management, law enforcement, fire response, and emergency medical services organizations.

The Association also believes that school districts should work cooperatively with these emergency organizations to develop, implement, train, and cross-train on these plans.

The Association further believes that school districts should be encouraged to individualize procedures for specific buildings to reflect local hazard assessments and to recognize the implications of age-related capabilities and challenges of students at pre-K, elementary, middle, secondary, and post-secondary programs and facilities.

The Association also believes that school districts should make Federal Emergency Management Agency (FEMA) training for multi-hazard emergencies in schools available to all education employees.

The Association supports school districts' efforts to work with local emergency management and response organizations to make bystander disaster response training available to educational employees, such as the FEMA Community Emergency Response Team (CERT) program.

The Association also believes that the Washington State Legislature and OSPI should commit and require funds be designated to be used by school districts for emergency planning, training, and preparing (including supplies) to make schools safer for all students and staff in the event of a disaster.

CR D-6 SCHOOL TEACHER-LIBRARIAN PROGRAMS AND PERSONNEL (RA-90, 13)

The Washington Education Association believes that every school should have a well-equipped school library with adequate funds to support the library program.

The Association also believes that every school library should be staffed with a certified endorsed teacher-librarian and furthermore, any classified library support staff are responsible to the certified teacher-librarian. Students and staff should have full access to the services of a library media program in each school.

The Association supports the principles in the *Information Power, Guidelines for School Library Media Programs*.

CERTIFICATION

CR D-7 MEDICAL/HEALTH CARE OF STUDENTS (RA-85, 95)

The Washington Education Association believes that only licensed certified health care professionals shall be required and/or permitted to perform medical/medicative functions with the exception of general or emergency first aid. These aforementioned professionals may be assisted by trained paraprofessional health assistants. Classroom teachers must be informed about a student's medical impact in a timely manner before the student is enrolled in the classroom.

CR D-8 NATIONAL BOARD CERTIFICATION (RA-98)

The Washington Education Association supports the efforts of members to demonstrate excellence in teaching by obtaining National Board certification.

The Association believes the National Board certification process advances the profession and provides a means for professional development.

The Association also believes that this function must be fulfilled by a national standards board of professional educators composed of a majority of practicing public school professionals.

The Association further believes National Board certification should remain a voluntary process. It should not be used as criteria for continuing employment, state certification, renewal of state certification, evaluation, dismissal, or promotion. Members choosing not to participate will not be negatively impacted.

The Association also believes additional state funding should be built into the state allocation model for professionals who achieve National Board certification. Financial incentives should not supplant regular salary increases for all professionals.

The Association further supports the periodic evaluation of National Board certification records to determine if cultural, economic, gender, racial, or age bias is created by the requirements for certification.

CR D-9 OPPOSITION TO REQUIRED COSTLY AND REDUNDANT PROFESSIONAL CERTIFICATIN FOR NEW TEACHERS (RA-16)

The Washington Education Association opposes Continuing Certificate requirements that currently include either passing the Washington ProTeach Portfolio or earning National Board Certification, as well as any other assessment that is redundant and/or costly.

CR D-10 PROFESSIONAL CERTIFICATION GUIDELINES (RA-89, 97)

The Washington Education Association believes that a minimum of fifty percent (50%) of the members of each teacher Professional Education Advisory Board (PEAB) and any other board or council that governs and recommends standards for preparation and certification should be practicing teachers and WEA members.

The Association supports the concept of WEA-appointed representatives on all ESA and administrative PEABs.

The Association opposes any revisions of certification standards that do not provide for a minimum of fifty percent (50%) involvement of practicing professionals in decision making.

The Association also supports requests for funding by the Legislature of programs that support WEA membership involvement in the design and implementation of professional education programs.

The Association also believes that certified employees should only agree to supervise field experience for those students who are enrolled in field experience programs that have been developed by PEABs and approved by the local affiliate.

The Association further believes its affiliates should study, monitor, and evaluate all field-centered training programs in their district.

The Association also believes that each PEAB should develop criteria for the selection of field-experience supervising/cooperating teachers. Local affiliates may also bargain additional processes to implement the PEAB criteria.

Both are encouraged to support adequate compensation for supervising/cooperating teachers. The student teacher should have the right to see, sign, and comment on all materials in the credential file.

CR D-11 SCHOOL ACCREDITATION/EMPLOYEE CERTIFICATION (RA-85, 95)

The Washington Education Association believes that the State Board of Education should ensure that all:

1. public and non-public schools meet all minimum state approval requirements; and
2. employees in all public and non-public schools meet state certification requirements.

The Association opposes the issuance of consultant, special, teacher, or ESA certificates to individuals not enrolled in an education program leading to regular certification where such certification programs exist.

CR D-12 SUPPORTING EDUCATIONAL STAFF ASSOCIATES (ESAs) (RA-18)

The Washington Education Association believes that Educational Staff Associates (ESAs) are essential members of their schools and school districts.

The Association also believes that national certification of ESAs by their professional associations advances the profession and provides a means for professional development.

The Association further believes that the state should provide compensation to ESAs who have obtained national certifications through their professional associations that is equal to the bonus provided to teachers who have obtained National Board Certifications.

The Association supports school districts in recruiting ESAs, who may have experience in school and non-school settings, for hard-to-fill positions.

The Association also believes that some ESAs have gained beneficial experience working in non-school settings.

The Association further believes that school districts should recognize all years of an ESA's experience in non-school settings when years of service are a factor used to determine an ESA's salary.

CR D-13 TESTING OF CERTIFIED EMPLOYEES (RA-87, 95)

The Washington Education Association believes that testing must not be used for recertification of certified personnel. The Association also believes that pencil and paper type tests must not be used as a condition of employment.

PROFESSIONAL

CR D-14 ASSOCIATION SUPPORT FOR POTENTIAL TEACHERS (RA-85, 95)

The Washington Education Association believes that institutions of teacher preparation, Professional Education Advisory Boards, and/or local affiliates and UniServ Councils need to establish and/or assist in the maintenance of affiliated student chapters of WEA.

The Association also believes local affiliates should develop an orientation program for student teachers.

The Association also supports the efforts of the Teachers Recruiting Future Teachers Program.

CR D-15 PROFESSIONAL DEVELOPMENT SCHOOLS (RA-94, 97)

The Washington Education Association supports the concept and promise of Professional Development Schools (PDS) as new and collaborative organizations in the public schools devoted to preparing new teachers for restructured schools, inducting them into the profession under the guidance of experienced practitioners, and strengthening teaching as a profession.

CR D-16 PROFESSIONAL GROWTH (RA-87, 97)

The Washington Education Association believes that professional growth opportunities should be available to all members in the state.

The Association supports its members in working together with administrators in the planning and development of professional growth programs.

The Association also believes that local school districts and colleges need to recognize the significance of education employee participation in professional meetings, in-service days, conference workshops, and conventions. Employees should be provided paid release time, paid tuition, substitutes, and expenses.

The Association further believes that employees' participation in mentor and peer coaching programs is for professional growth and development purposes and should not be a part of any education employee's evaluation.

CR D-17 TEACHER CERTIFICATION PROGRAMS FOR EDUCATION SUPPORT PROFESSIONALS (RA-93, 95)

The Washington Education Association supports the funding of legislative and grant programs that would facilitate and encourage the recruitment of classified WEA members, especially ethnic minorities, who seek certification as teachers.

The Association also believes its affiliates and members need to find ways to support this process, especially through mentoring.

E. PROFESSIONAL WELFARE

ORGANIZATIONAL WELFARE

CR E-1 BARGAINING MEMBER RIGHTS (RA-10)

The Washington Education Association supports locals bargaining to defend members' rights related to: performance pay based on test scores; erosion of seniority; turn around and closure models of school transformation.

CR E-2 BASIC CONTRACT YEAR (RA-85, 93)

The Washington Education Association believes that the basic contractual year for education employees in K-12 and special education classes for children younger than kindergarten age should be a period of one hundred eighty (180) days. Any extension of the contractual year beyond one hundred eighty (180) days should be for the purpose of preparation for student contact. Should such extension be mandated, proportional increases on the state allocation model must be included.

CR E-3 MASTER CONTRACT (RA-87, 09)

The Washington Education Association believes that each affiliate should include in its master contract the following relevant provisions as a minimum:

1. collective bargaining procedures;
2. grievance procedures, including binding arbitration;
3. salary and full district-paid fringe benefit agreements;
    a. half-time (0.5) or more employees shall receive full benefits; and
    b. less than half-time (0.5) employees shall receive benefits prorated to their employment;
4. equal pay;
5. agency shop;
6. due process rights;
7. maintenance of standards/past practice;
8. lay-off and recall procedures that includes the criteria of seniority, objectivity, nondiscrimination, uniformity of application, and affirmative action;
9. rights of all employees serving special needs students including children of migrant workers;

a. training for all employees in the area of disabilities, instructional strategies, methodologies, curriculum, and state and federal laws;
b. time available to collaborate as a team to develop programs;
c. compensation for the additional time necessary for assessment, development, and implementation of plans for all members of the educational team;
d. each education employee providing support services for a student program has the right to participate in that student's assessment, program development, and implementation; and
e. provide time and resources to support education employees in the implementation of programs, i.e., time to confer with team members, meet with parents/guardians and outside agencies, and develop programs during the school day;

10. class size/case load/work load;
11. school nurse to student ratio of 1:750;
12. speech-language pathologist (SLP) to student caseload ratio of 1:40;
13. elementary and secondary school counselor to student ratio of 1:250;
14. school psychologist to student ratio of no more than 1:1000;
15. elementary school fine arts teacher to student ratio of 1:400;
16. rights of all employees serving students through school library programs related to;
    a. staffing;
    b. workday;
    c. extended contracts;
    d. budget/instructional materials;
    e. facilities;
    f. training; and
    g. Library Bill of Rights;
17. site-based decision making;
18. assignment, transfer, and school closure;
19. right to participate in all decisions regarding subcontracting of performance contracting programs, including evaluation standards, and that work or duties performed will be assigned to a person who must become a member of the bargaining unit;
20. safe and secure educational work environment;
21. student discipline procedures;
22. calendar;
23. length of work day and contract year;
24. equal planning time for all certified staff within the instructional day;
25. freedom from non-instructional duties for teachers;
26. evaluation procedures;
27. surveillance cameras/tapes used for security purposes only and not part of evaluation procedures;
28. equitable distribution of extra-curricular pay among athletic and non-athletic activities;
29. coaching supplemental contracts including just cause and evaluation procedures consistent with classroom evaluation;
30. personnel files that are open and include the right of education employees to respond to any material in the file and to have the response included in the file;
31. non-discrimination;
32. employee protection;
33. academic freedom;
34. personal life style protections;
35. freedom from sexual harassment;
36. instructional materials policies that ensure maximum involvement of certified staff in;
    a. all phases of instructional materials selection and program development; and
    b. the acquisition of such facilities, equipment, and materials;
37. student-teacher policy that establishes that student field-experience placement only occurs with the approval of the affected certified employee;
38. professional growth policy that includes opportunities to study and observe new methods of instruction;
39. Professional Development Schools (PDS) involvement;
40. leave provisions;
41. sick, personal, and emergency leave provisions that only the cost of the substitute will be deducted from the individual’s pay when such leave is necessary beyond the amount available;
42. sick leave cash-out provisions;

43. release time for association leaders including;
    a. affiliate officers at district expense that ensures no loss of salary, seniority, retirement, or benefits to those officers; and
    b. building representatives to perform their duties;
44. release time for member involvement in the business of the Parent-Teacher-Student Association;
45. substitute representation, certified and education support professional, including;
    a. pay schedules and fringe benefits comparable to non-substitute employees; and
    b. short-term base-pay no less than 85% of the district's base pay;
46. contracted teachers used as substitutes;
    a. not be involuntarily assigned to cover classes during their planning time and if such assignments occur, teachers be compensated at one hundred percent (100%) of their regular salary for that time; and that
    b. teachers contracted as specialists (e.g. counselors, librarians, etc.) not be used to cover classes in lieu of substitutes; and
    c. currently contracted certified employees not be assigned as substitutes unless appropriately compensated; and
47. other conditions of employment.

CR E-4 PERFORMANCE CONTRACTING/SUBCONTRACTING (RA-85, 97)

The Washington Education Association believes that educational and support services shall be provided by public education employees.

The Association also believes that if performance contract/subcontracting is entered into by a school district, all personnel involved as teachers be certified employees of the school district concerned.

The Association further believes all education support professionals who are directly involved in instructional services should be under the direct supervision of a certified employee.

CR E-5 REDUCTION IN FORCE (RA-87, 97)

The Washington Education Association believes that in the event of insufficient funds, a reduction in force should be the last alternative considered, implementation should be limited to a minimum number, and employee evaluation should not be used as a basis for a reduction in force.

The Association also believes that if a reduction in force does occur, all members given nonrenewal notices and those released from their contracts should be given priority re-employment consideration.

CR E-6 RIGHT TO STRIKE (RA-96)

The Washington Education Association believes that when local school directors and/or elected state legislative and executive officials fail to respond to the needs of students, educators, or support personnel; and when bargaining in good faith does not exist, it is the right of members of local affiliates to vote to authorize a strike.

The Association also believes its right to call upon WEA members to authorize a statewide strike when the state legislature and governor fail to adequately meet the needs of education.

CR E-7 WEATHER-RELATED SCHOOL CLOSURES (RA-87, 95)

The Washington Education Association believes that school districts should be allowed a leeway of up to five (5) days without penalty for bad weather conditions with these days not having to be made up at the end of the school year and with no commensurate loss of salary or benefits to education employees.

WELFARE OF CONSTITUENT GROUPS

CR E-8 COACHING (RA-89, 97)

The Washington Education Association believes that in the area of coaching:

1. a sufficient amount of resources should be available for the ongoing training of coaches;
2. districts should work toward including sports programs as part of the regular school program and experience;
3. all students should have an equal opportunity as participants regardless of which sport they participate in and that appropriate resources for equitable participation are provided;
4. training and support for coaches should be commensurate with their responsibilities for dealing with children;
5. a voluntary coaching endorsement should be allowed as one (1) of the two (2) endorsements required for a teaching certificate; and
6. Office of Superintendent of Public Instruction (OSPI) should have agency staffing to provide leadership for sports activity programs and to develop ongoing plans for the monitoring and recognition of qualifications for coaches and coordinators.

CR E-9 FUNDING EXPERIENCE AND EDUCATION INCREMENTS FOR HIGHER EDUCATION FACULTY (RA-85)

The Washington Education Association believes that the Legislature should fund higher education faculty incremental increases on the salary schedules over and above the basic percentage increases presently being funded.

CR E-10 HIGHER EDUCATION GOVERNANCE (RA-89)

The Washington Education Association believes that higher education faculty should have meaningful involvement in the governance of their institutions.

The Association also believes that higher education administrators need to involve faculty in such matters as:

1. curriculum development;
2. reorganization of administrative structure;
3. selection and evaluation of administrative personnel;
4. college financing;
5. promotion and tenure; and
6. program development.

CR E-11 SUBSTITUTE EDUCATORS (RA-85, 07)

The Washington Education Association believes that substitute educators (certified and educational support professionals) perform a vital function in the continuity of daily education, are essential to the maintenance of daily operations, and should be accorded the same rights and respect as all other members of the Association.

The Association also believes in the importance of employing certified teachers to fulfill the critical role of substitute teachers.

The Association further believes the following guidelines should be used by local school districts in order to ensure the professional rights and responsibilities of substitute educators and to achieve quality education programs when substitute educators are placed in the classroom.

The Association also believes that school districts should:

1. provide local affiliates with a monthly updated list of all substitute educators;
2. assign substitute teachers in their certified areas of specialization and/or grade levels;
3. provide all substitute educators with a sufficient orientation/training program, appropriate on-site information, materials, support, continuous professional development; and
4. provide a copy of the collective bargaining master contract and/or other terms and conditions of employment on or before the first day of substitute employment in the district.

The Association further believes that:

1. short-term and long-term assignments be clearly defined for substitute educators;

2. the use of short-term substitute educators be limited to a maximum of five (5) days in one (1) assignment at the end of which time the substitute educators shall be classified as long-term and be compensated by placement on the regular salary schedule;
3. ESP substitutes meet the same standards as the employees for whom they substitute; and
4. long-term absences for certified specialists (librarians, counselors, nurses, music specialists, etc.) be filled by substitute educators who hold the required specialty certificates.

INDIVIDUAL WELFARE

CR E-12 EDUCATION EMPLOYEES WITH AIDS (RA-95)

The Washington Education Association believes that education employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for AIDS or the AIDS antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC).

CR E-13 EMPLOYMENT AND ENGLISH ACCENTS (RA-10)

The Washington Education Association opposes legislation or regulations that restrict, prevent, or eliminate education employment based on one's accent.

CR E-14 EMPLOYMENT SECURITY FOR FULL-TIME AND FOR PART-TIME FACULTY (RA-86)

The Washington Education Association believes that full-time faculty positions should not be converted into part-time positions.

The Association also believes that the community and technical colleges should maintain full-time positions at a level of at least sixty percent (60%) of the full-time equivalent faculty positions.

The Association supports employment security for part-time higher education faculty which gives:

1. the right to annual part-time contracts whenever staffing and program stability warrants;
2. the right to formal evaluation procedures;
3. the right to first re-hire opportunities within their area of expertise based on evaluation and satisfactory performance; and
4. the guarantee of due process, if dismissed and the courses or program continue.

CR E-15 HAZARDOUS WORKING CONDITIONS (RA-85, 18)

The Washington Education Association believes that education employees must not be required to work under unsafe or hazardous conditions or be asked to perform tasks which endanger their health, safety, or well-being.

The Association also believes that education employees may use reasonable force if necessary to protect their person or other persons or property from attack, to quell a disturbance threatening physical injury to others, or to obtain possession of weapons or other dangerous objects threatening harm.

The Association further believes that education employees should be:

1. fully reimbursed for loss, damage, or destruction of clothing or personal property while on duty in the school, on the school premises, or on a school-sponsored activity;
2. informed of their responsibilities, rights, and relations to legal authorities in crisis situations;
3. a prominent part of the formation and implementation of a building safety plan; and
4. provided venues of support for members who have e3xperienced hazardous working conditions.

CR E-16 INCOME TAX CREDIT ON RETIREMENT INCOME (RA-85)

The Washington Education Association believes that education employees' annuities in the Washington State Retirement Annuity Fund and the Public Employees Retirement System should be exempt from federal income tax.

The Association supports federal legislation which would result in increased income tax credit on retirement income and provide that mandatory contributions to education employees' retirement programs be tax deferred.

CR E-17 LIVING WAGE FOR ALL EDUCATION EMPLOYEES (RA-10)

The Washington Education Association believes all members should be paid a living wage for their contributions to student and public education.

The Association also believes that a living wage is the compensation necessary for a person to be a member in the community without having to be dependent upon friends, family, and government for economic assistance.

The Association supports any legislation and bargains that move member compensation toward a living wage.

CR E-18 MERIT PAY (RA-85, 09)

The Washington Education Association opposes merit pay as a basis for determining salary.

CR E-19 PLANNING AND CONSULTATION TIME (RA-85, 10)

The Washington Education Association believes that planning time should be provided for all certified employees. The Association also believes its affiliates should seek the equivalent of a minimum of five (5) fifty (50)-minute periods per week of continuous, uninterrupted planning time during the student day for all certified employees.

The Association further believes that consultation time during the work day should be provided for ESP members with certified members at their work places.

CR E-20 PROFESSIONAL SALARIES (RA-87, 01)

The Washington Education Association believes that the salary policy of any school system should be based on clearly defined factors which are applicable to salaries for all professional services and responsibilities.

Professional salary schedules for certified employees must:

1. recognize, through professional credit, participation in curriculum work in lieu of required college credit;
2. recognize, through additional compensation, each additional degree earned beyond the BA;
3. recognize, through additional compensation, each credit earned beyond the BA requirement whether that credit was earned before or after the granting of the BA;
4. provide at least two (2) incentive columns between the BA and fifth-year columns and between the fifth-year and sixth-year columns;
5. be regularly reviewed and revised to ensure competitive positions with other professional groups;
6. make provisions for severance pay;
7. recognize forms of national service, including military, Peace Corps, and VISTA-type service;
8. provide extra pay for extra activities according to an equitable and known scale;
9. provide for the addition of salary on a per diem basis when the contract is extended beyond 180 days;
10. be indexed in order to attract beginning teachers and hold experienced certified employees;
11. provide for variance in preparation, teaching experience, and professional training, and encourage competent teachers to remain in the classroom;
12. grant full credit for education and experience earned by all certified personnel in-state and out-of-state;
13. reflect the concept defined in RCW 28A.58.100 ensuring that certified employees moving from one district to another district within the state receive full compensation for training and experience;
14. provide for a guaranteed annual salary increase equal at least in amount to the rise in the cost-of-living as determined by an appropriate local or regional consumer price index for the previous twelve-month period;
15. provide that all certified employees performing bargaining unit work be placed on the contractual salary schedule;
16. provide overtime compensation for required extensions of the regular work day;
17. not be based on employee evaluation; and
18. consider that salary and retirement provisions are interdependent and of equal importance.

CR E-21 PROGRAM SUPPORT AND NETWORKING FOR MINORITY MEMBERS (RA-95)

The Washington Education Association believes in the need for support of minority education employees in their workplace through programs that decrease isolation for those employees.

The Association also believes the focus of these programs should be to improve communication and provide opportunities for networking among minority education employees.

CR E-22 REMUNERATION FOR TEACHER PARTICIPATION IN STUDENT TEACHER PROGRAMS (RA-85, 95)

The Washington Education Association supports the concept that the certified staff person who supervises an incoming professional should be compensated at a level that reflects the importance of the task.

The Association believes that teachers who accept student teachers should be provided with a choice and/or combination of options as to payment for the training and instructional services given student-teachers. Options should include but not be limited to an honorarium, college fees and tuition, professional credit, release time, and/or other benefits as may be determined by the teacher.

CR E-23 RETIREMENT BENEFITS (RA-85, 01)

The Washington Education Association supports legislation providing for:

1. retirement after twenty-five (25) years of educational service without regard to age and recognize up to three (3) years military service for retirement credit;
2. full compensation for unused sick leave;
3. the concept of retirement benefits, which are at least commensurate with any other Washington State Retirement Program;
4. the portability of credit among Teacher Retirement Systems (TRS) and Public Employees Retirement Systems (PERS) of different states;
5. an automatic cost-of-living increase in retirement benefits based on the consumer price index;
6. TRS, PERS, and SERS retirement benefits of not less than three and one-half percent (3.5%) of average final compensation (AFC) for each year of credited service;
7. consideration that salary and retirement provisions are interdependent and of equal importance;
8. an autonomous board of trustees with a majority elected by and from the membership;
9. a fully paid comprehensive health insurance, including reimbursement for Medicare Part B premiums, for retired education employees; and
10. no retired member shall be restricted from working in a position (substituting, testing, bus driving, etc.) covered by the Washington State Retirement System. **(RA-14)**

CR E-24 RETIREMENT INVESTMENTS (RA-15)

WEA believes in retirement investments for its members and its employees that are long term, sustainable and helpful for public-education; and is opposed to pension investments in companies whose business practices work against the health and advancement of public education, such as promoting toxic testing or diverting funds from public schools as a result of charter school profiteering.

WEA also believes that our collective voice should be heard and influence felt toward investments that favor companies delivering services to public schools whose strong financial responsibility is accompanied by track records of responsible service to public education.

WEA further believes in retirement investments for its members and its employees that take into consideration the long-term risks involved in investments in companies primarily involved in resource extraction; as well as consideration of the short and long-term ramifications of climate change on our economy and the future of public education funding.

WEA also believes that our collective voice should be heard and influence felt in thoughtful and informed decision-making toward a range of responsible and sustainable retirement investments that include fossil fuel-free or environmentally friendly energy funds.

CR E-25 SAFE WORKING AND LEARNING ENVIRONMENTS FOR STUDENTS AND EDUCATORS WORKING WITH SPECIAL EDUCATION STUDENTS (RA-14)

The Washington Education Association believes that education employees who work with students with disabilities that manifest in impulsive behaviors that are dangerous or harmful to themselves or others should receive proper training, support, and resources from their districts to appropriately and adequately support the student and maintain a safe working and learning environment for all staff and students.

The Association also believes that educators who are at risk of injury when working directly with students who exhibit harmful behaviors should be part of the decision-making team to determine the strategies and methods used to work with these students and have the right to ask for a review of such.

CR E-26 SALARY AND BENEFITS EQUITY FOR PART-TIME FACULTY (RA-86)

The Washington Education Association believes that part-time faculty must be:

1. paid a portion of a full-time faculty position based on the number of class contact hours appropriate in a particular discipline rather than an hourly rate; and
2. compensated for noninstructional duties.

The Association also believes that pro-rata compensation must become standard in Washington State.

The Association supports equality of benefits for part-time higher education faculty. Part-time equalization should include:

1. that part-time teachers be eligible for college-paid health insurance during summer quarter in any year in which the faculty member teaches a fifty percent (50%) or greater load during the preceding three (3) quarters and there exists a mutual expectation that the employee will return to service;
2. that RCW 28B.15.535 and WAC 131-28-085, "Waiver of Tuition and Fees for Full-Time Employees-Conditions-Guidelines," be changed to include eligibility for faculty members working a fifty percent (50%) load or more;
3. that a pool of resources be created within the state employees insurance fund for paying benefits to part-time higher education faculty who are employed by more than one (1) institution of higher education and whose total hours are fifty percent (50%) or more of full-time but less than fifty percent (50%) for any one (1) employer; and
4. retirement benefits be made available for those part-time faculty working at least fifty percent (50%) of a full-time load.

CR E-27 STATE UNEMPLOYMENT COMPENSATION (RA-85)

The Washington Education Association believes that legislation should be maintained which mandates that all education employees be included in the Washington State Unemployment Compensation Act and that this participation be fully funded by the state.

CR E-28 TOBACCO-FREE SCHOOLS (RA-89)

The Washington Education Association believes that counseling and supportive therapy should be provided for nicotine-addicted education employees who request it.

F. PROFESSIONAL ASSOCIATIONS

ORGANIZATION

CR F-1 ASSOCIATION PUBLICATIONS (RA-85)

The Washington Education Association believes in maintaining membership-advocate publications which portray the activities of a cross-section of the membership.

CR F-2 LOCAL AFFILIATE (RA-87, 97)

The Washington Education Association believes the local affiliate is the primary unit of the professional association and that all local affiliates should be afforded opportunity for representation in association decision making.

The Association also believes that the goals of the Association in Washington and in the nation can best be achieved through local leadership training programs in the specialized fields of school finance, budget analysis, taxation, salaries, collective bargaining, contract maintenance, legislation, public relations, and human relations that develop strong, active, and well-informed local affiliate leaders.

CR F-3 PARTICIPATION IN THE PARENT-TEACHER-STUDENT ASSOCIATION (RA-85, 97)

The Washington Education Association believes teachers and other education employees should be involved in the Parent-Teacher-Student Association.

CR F-4 PUBLIC RELATIONS (RA-85)

The Washington Education Association believes the most effective means to gain public confidence and support is to demonstrate a professional approach in solving education problems and to maintain regular communications with the local community.

The Association also believes its affiliates should:

1. publicize instructional programs and student needs in discussions of the advantages of quality education; and
2. use all public relations tools available to them, including the services of the Association, professional publications, research bulletins, and technology resources.

PROGRAMS

CR F-5 COLLECTIVE LEGISLATIVE EFFORTS (RA-85, 13)

The Washington Education Association believes the effectiveness of an educational lobby is weakened by a diversity of requests presented to the Legislature from different organizations speaking for education.

The Association also believes that in order to develop a financial and legislative educational program for presenting to the Legislature, it will cooperate when possible with organizations such as:

1. the Office of the State Superintendent of Public Instruction;
2. the Public School Employees of Washington;
3. the State Board of Community and Technical Colleges;
4. the Washington Association of Educational Service Districts;
5. the Washington Association of School Administrators;
6. the Washington Association of School Business Officials;
7. the Washington State Federation of Teachers;
8. the Washington State PTA;
9. the Washington State School Directors' Association;
10. the Washington State School Retirees Association; and
11. the Washington Student Achievement Council.

CR F-6 EDUCATION SUPPORT PROFESSIONALS (RA-13)

The Washington Education Association believes that Education Support Professionals (ESPs) provide invaluable services for the children, families, communities, and fellow educators of Washington State.

CR F-7 HIGHER EDUCATION PROGRAMS (RA-85, 17)

The Washington Education Association believes that higher education associations are confronted with increasingly complex problems, and that the success or failure of higher education associations has direct implications for the entire Association.

The Association also believes that programs should continue to be promoted which will serve to strengthen the operation of higher education associations.

The Association further believes that the majority of college courses should be taught by tenure-track, full-time faculty.

CR F-8 ORGANIZED LABOR GROUPS (RA-11)

The Washington Education Association believes that all organized labor groups share an interest in protecting collective bargaining rights, in promoting fair taxation, in establishing stable funding sources for education and services to children and families, and in promoting social justice for a diverse citizenry.

The Association also believes that leadership at all levels of this organization should seek appropriate partnerships with other labor organizations and work with these organizations on issues of mutual interest to promote shared values and goals.

CR F-9 SMALL LOCAL UNITS (RA-85)

The Washington Education Association believes that small local units are an integral part of the Association and may have unique problems.

The Association also believes that programs need to be promoted that will serve to strengthen the operation of small local units.

CR F-10 URBAN EDUCATION ASSOCIATIONS (RA-85)

The Washington Education Association believes that urban education associations are confronted with increasingly complex problems and that the success or failure of urban education associations has direct implications for the entire Association.

The Association also believes that programs need to be promoted that will serve to strengthen the operation of urban education associations.

G. PROFESSIONAL RIGHTS AND RESPONSIBILITIES

ACADEMIC FREEDOM

CR G-1 ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES (RA-03, 15)

The Washington Education Association believes that academic freedom is a professional right to investigate, research, publish, or teach any subject matter free of censorship.

The Association also believes that the members of the education profession must be free to educate in an atmosphere without fear of special interest groups or reprisals. Members must also be free from discriminatory and libelous character assassination designed to inhibit or hamper their ability to carry out their educational responsibilities.

The Association further believes that education employees should have the freedom to use materials reflecting different points of view, which have sound educational value.

The Association opposes any and all efforts to limit the availability of competing political ideas and beliefs peacefully presented. The Association finds such mechanisms as visa denials of individuals who present competing points of view harmful to the ideals embodied in the U.S. Constitution, especially the First Amendment.

The Association also opposes efforts that deny the peaceful expression of differing points of view within the United States.

The Association also believes that no educational agency should threaten an education employee with sanctions nor impose sanctions after the fact for teaching, conducting research, or making public the result of that research in accordance with truth as the education employee perceives it.

The Association further believes that no administrator or educational agency should attempt to change any grade or related comment made by an education employee nor should such an administrator interfere with the teaching process while students are in the room. The Association also believes in the right of students and education employees to have free access to information without regard to content.

WEA supports members' rights to express their beliefs and position on which assessments and educational programs are appropriate for their individual students.

CR G-2 GUIDELINES FOR RELIGIOUS MUSIC AND ART (RA-85)

The Washington Education Association believes the study of religious music and art to be a vital and appropriate part of the school arts experience both in performance and in listening.

The Association also believes that guidelines developed by local school districts should ensure that music and arts courses and activities conform to the constitutional standards of religious neutrality necessary in the public schools and that the questions raised by the U.S. Supreme Court in *Lemon v. Kurtzman* in 1971 be asked of each school-sanctioned observance, program, or instructional activity involving religious content, ceremony, or celebration including:

1. What is the purpose of the activity?
2. Is the purpose of the activity secular in nature?
3. What is the primary effect of the activity?
4. Does the activity either enhance or inhibit religion?
5. Does the activity involve an excessive entanglement with religion or a religious group or between the schools and the religious organizations?

CR G-3 MAINTENANCE OF EDUCATION PROGRAMS UTILIZING ELECTRONIC MEDIA (RA-86)

The Washington Education Association believes that members should have the right to make or obtain at no additional cost one (1) archival or backup copy of those electronic media programs used for educational purposes. These copies would be used only for the purposes of educational program continuity.

MEMBER RIGHTS

CR G-4 ABUSIVE CONDUCT IN THE WORK ENVIRONMENT (RA-09)

The Washington Education Association believes that no education employee should experience bullying or abusive conduct in the work environment.

CR G-5 PERSONNEL FILES (RA-85, 97)

The Washington Education Association believes that personnel files that are open to the individual education employees for examination tend to lead to more objective evaluations and file entries.

CR G-6 PRIVILEGED COMMUNICATIONS AND INFORMATION (RA-85)

The Washington Education Association believes that education staff as professionals should have the right of privileged communications and information.

CR G-7 THE RIGHT OF UNION REPRESENTATION (RA-16)

The Washington Education Association believes the right to union representation is a fundamental principle of American democracy.

The Association also believes that, through union representation, WEA members have been the voice of the education profession in Washington since 1889, proud to be the state's most powerful advocate for quality public education and the resources students need to be successful.

The Association further believes that the WEA gives members the strength in numbers to accomplish goals its members could not achieve alone.

The Association also believes in:

1. representation elections because in order to form a union, employees must have a representation election as the exclusive bargaining representative for "hours, wages, and work conditions";

2. the duty of fair representation because unions have the responsibility to represent everyone in the bargaining unit "fairly, in good faith, and without discrimination," manifested in the core union responsibility which is the duty of fair representation;

3. representation fees because collecting representation fees to cover the cost of negotiations and representation of all bargaining unit members is fair, reasonable, and sanctioned by multiple US Supreme Court decisions.

The Association further believes in an ongoing commitment to protecting and strengthening the right to union representation at the local, state and national level, including the right to represent our members in collective bargaining, the political process, and professional practice.

H. STUDENT RIGHTS AND RESPONSIBILITIES

CR H-1 GRADE STANDARD FOR EXTRA AND CO-CURRICULAR ACTIVITIES (RA-89)

The Washington Education Association believes that student eligibility to participate in sports and activities should be established at the local district level and in accordance with league rules where they apply.

The Association also believes that all education employees should be free from being compelled to ensure individual student passage of courses in order that the student will be eligible to participate.

CR H-2 MILITARY RECRUITERS ACCESS TO STUDENTS (RA-06, 07)

The Washington Education Association believes that military recruiters should only have access to student information about a minor with a parent or guardian's consent.

The Association also believes, in light of existing state and federal laws requiring school districts to provide on-campus access to secondary students, that school districts should develop policies and procedures that:

1. ensure protection of students from inappropriate, unethical, and illegal recruiting practices; and
2. provide information about alternative educational and career opportunities that include elements of service, challenge, and travel.

The Association further believes, in light of existing state and federal statutes requiring a minor's parent or guardian to request that the district not release their student's information to military recruiters, that districts should provide and communicate to secondary students and their parent(s) or guardian(s) a clear, accessible, and uniform means to submit such a request.

CR H-3 STUDENT WORK HOURS (RA-97)

The Washington Education Association supports specific regulations governing working hours for students under age eighteen (18). The goal of these rules is to assist in providing for a quality classroom environment and are research based. These regulations should include as a minimum:

1. limiting school-age workers to twenty (20) hours per week except during school vacations;
2. a limit on work hours on school nights to provide at least a ten-hour break between work and the next day's school session;
3. fourteen and fifteen-year-olds may work a maximum of sixteen (16) hours a week and no later than 7:00 p.m. on school nights; and
4. individual waivers and waivers for school programs that include work as an integral part of the school curriculum and/or individual program may be granted with consent of the student, the student's parents/guardians, and the student's school.

CR H-4 STUDENTS' RIGHT TO ADVOCATE FOR PEACE AND SOCIAL JUSTICE (RA-07, 18)

The Washington Education Association believes that school districts should develop policies and procedures that support students seeking to form student groups to advocate for peace and/or social justice.

The Association supports student-organized peaceful events where the youth of our country exercise their civic rights.

CR H-5 STUDENTS' RIGHTS, RESPONSIBILITIES, AND ACADEMIC FREEDOM (RA-85, 15)

The Washington Education Association believes that a well-informed populace is necessary for the successful functioning of a democracy and that the right of the student to see, read, hear, and discuss opposing points of view is a necessity.

The Association also believes its affiliates should work to ensure that the students in the schools of the state of Washington have the right to:

1. study issues that have political, economic, scientific, or social significance;
2. have free access to all relevant information including the materials that circulate freely in the community;
3. hear and assess in the classroom or in general assemblies student speakers with points of view that may be at variance with those of the majority of the citizens in the community;
4. form and express opinions on issues;
5. receive due process in the area of disciplinary matters;
6. participate in open or closed discipline hearings as the student and parent/guardian/caregiver chooses; and
7. have fair and open grievance hearings.

WEA supports legislation that protects students from negative consequences (such as program exclusion or limiting of choices for a student's educational attainment) due to test refusal provided said legislation aligns with existing WEA positions and policy.

I. CIVIL AND HUMAN RIGHTS

SOCIETY AT-LARGE

CR I-1 CONTROL OF DEADLY WEAPONS AND FIREARM SAFETY (RA-96, 18)

WEA believes that all students and education employees must be allowed to learn and work in an environment free of unauthorized guns and other deadly weapons. The safety of our communities, schools, and students is enhanced when common sense gun regulations are in place and when research on the causes and prevention of firearm violence is extensive and ongoing.

WEA also believes educators should be included as an integral part of setting safe school policies.

WEA further believes that educators may be sentinels in the work of keeping a safe learning environment but should not be expected to put themselves in harm's way jeopardizing their own safety.

The Association supports regulations that:

1. require gun owners to participate in educational programs that stress responsible ownership, including safe use and storage of guns;
2. require universal background checks for all gun purchases;
3. ran the sale of automatic and semi-automatic paramilitary assault-style weapons to the public; and
4. prevent deadly weapons from being present on any public or private school campus or other space that is used exclusively by students.

CR I-2 DE FACTO AND DE JURE SEGREGATION (RA-85)

The Washington Education Association believes in equal opportunity for all. The Association also believes in integration and opposes all forms of de facto and de jure segregation.

The Association also believes its affiliates should be involved at all stages of planning for school desegregation.

CR I-3 DISCRIMINATION AGAINST IMMIGRANTS AND REFUGEES (RA-16, 17)

The Washington Education Association believes that the United States of America should be a haven for people escaping oppression, intolerance, and unrest and should continue to be so.

The Association also believes that no person should be denied entry into the United States of America or denied status as an immigrant or refugee based on religion, country of origin, or ethnicity.

The Association further believes that citizens, immigrants, and refugees should not be subject to enhanced surveillance based on their religion, country of origin, or ethnicity.

The Association also believes that all children residing in the United States of America should receive a high quality public education regardless of religion, country of origin, ethnicity, or status as an immigrant or refugee.

The Association further believes all schools should be declared Safe Zones for its students, meaning that the schools are places for students to learn and thrive, as well as seek assistance, information, and support related to immigration law enforcement interfering with their learning experience.

The Association also believes that the U.S. Immigration and Customs Enforcement (ICE), state or local law enforcement agencies acting on behalf of ICE, or agents or officers of any federal, state, or local agency attempting to enforce federal immigration law should not do so on school grounds.

CR I-4 EQUAL RIGHTS AMENDMENT (RA-85)

The Washington Education Association supports the proposed Equal Rights Amendment to the U. S. Constitution which states: "Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex."

The Association believes that its affiliates and members need to promote equal rights for all people.

CR I-5 EXTREMIST GROUPS (RA-97, 17)

The Washington Education Association believes the continuance of monitoring and opposing extremist groups and their impact on public education is imperative.

The Association opposes and condemns the philosophies and practices of extremist groups and their efforts to recruit young people in our schools.

The Association also believes its affiliates and members need to actively oppose all such extremist movements and believes it is vital to cooperate with community groups who oppose extremist groups such as the KKK and the American Nazi Party.

CR I-6 FREEDOM FROM FEAR OF SEXUAL VIOLENCE (RA-18)

The Washington Education Association believes that all people have the fundamental right to live free of fear of sexual violence.

The Association also believes that sexual crimes are not isolated incidents, but an expression of a pervasive, cultural attitude of tolerance and normalization of violent behaviors.

The Association further believes that power, control, and inequity are the drivers for sexual violence and harassment.

The Association also believes that victims of sexual violence deserve an atmosphere of empowerment, inclusion, and acceptance in which they are active participants in their journey.

The Association further believes that education, empowerment, and protection for our communities are the answers to combat this threat of sexual violence against our students, members, and communities.

CR I-7 HEALTH CARE REFORM (RA-03, 18)

The Washington Education Association supports health care reform that is designed to control costs, ensure equitable access to universal and comprehensive health care services including mental health parity for all, and fairly distributes the costs of health care throughout our society.

CR I-8 LIVING WAGE FOR ALL WORKERS (RA-14)

The Washington Education Association believes a living wage for all workers in every community is a basic right, and a living wage will ease the effects of poverty on our students, their families, and our communities.

The Association also believes local association decisions to endorse or otherwise support initiatives that seek to compensate workers to meet their basic needs will decrease dependence on government assistance and increase opportunities for students to learn.

CR I-9 KEEP OUR SCHOOLS SAFE (RA-18)

The Washington Education Association believes all public schools in the United States of America should be safe learning environments for students and staff.

The Association also believes that educators should be included as an integral part of setting safe school policies.

The Association further believes mandatory emotional wellness courses be developed and implemented in grades K-12.

The Association also believes our schools put more focus on enhancing relationships rather than on test scores.

The Association further believes coordination with other agencies (police, law, mental health, social services) as the only way we will stop the violent events that are occurring in our schools. We must put resources into developing a mandatory protocol and process for students who are identified as being threats to themselves or others, before they harm themselves or others.

The Association also believes all schools who experience traumatic events must have access to funding that is dedicated specifically for mental health counselors and services. These ongoing services should be available to the staff and students who were affected by such trauma. Expanded mental health services on campuses that experience a traumatic school event are necessary for recovery from such debilitating events.

The Association further believes that schools in Washington should establish a statewide, anonymous (K-12) student program with dedicated hotline, website, and mobile app that can be used to report threatening incidents.

The Association also believes that every school must be required to have a threat assessment team in place before schools begin each year. And crisis intervention training should be required for all school personnel. This training should also be completed BEFORE school starts each year. This staff training should utilize Code Red training and drills that thoroughly prepare them to support and protect students if a violent event occurs on their campus.

The Association further believes all school buildings should have resources to upgrade and install safe measures in schools.

CR I-10 PROMOTION OF CIVIL AND HUMAN RIGHTS (RA-06, 16)

The Washington Education Association supports the promotion of the civil, professional, and human rights of all members of the Association.

The Association believes that education must develop respect for the rights of all and opposes all forms of discrimination.

The Association also supports programs and instruction that encourage individuals to seek greater understanding of other people's perspectives and experiences in an atmosphere of respect and dignity.

The Association also believes that no person should be discriminated against on the basis of age, creed, disability, ethnic background, gender identity or expression, marital status, national origin, political activities or beliefs, race, religion, sexual orientation, or size.

The Association further believes that immigration legislation must recognize contributions of immigrants to our nation, protections for all workers regardless of immigration status, protection from employer mistreatment, facilitation of family reunification, and equitable laws regarding civil rights and liberty.

The Association also believes that the legal rights and responsibilities with regard to medical decisions, taxes, inheritance, adoption, and immigration of a domestic partnership, a civil union, and/or a marriage belong to all adults regardless of disability, ethnicity, gender identity or expression, race, religion, sexual orientation, or socio-economic status.

The Association further believes its affiliates need to pursue school activities in recognition of the significance of human rights and the contributions of Dr. Martin Luther King, Jr., and other pioneers in the continuing struggle for human rights.

CR I-11 PROMOTION OF PEACE AND CONFLICT RESOLUTION (RA-10)

The Washington Education Association believes in building awareness, understanding, and acceptance of others and promoting peace and conflict resolution for students and school staff members.

CR I-12 PUBLIC CAMPAIGN FINANCING (RA-04, 12)

The Washington Education Association believes that elections are a public good that our representatives should first and foremost be accountable to the people and their will.

The Association opposes the legal concept that “corporations are people”, while labor unions’ ability to speak collectively on political issues not be affected.

The Association also believes that support from voters, not the ability to fundraise, should be the criteria by which a person should be judged fit to be a candidate for public office.

The Association further believes that a system of public campaign financing should be enacted in Washington State.

EDUCATION EMPLOYEES

CR I-13 EDUCATION EMPLOYEES SUBJECT TO ASSAULT (RA-93)

The Washington Education Association believes that any staff person who is assaulted by any student is entitled to receive the support of the school administration for the appropriate discipline of that student.

CR I-14 EDUCATION INTERNATIONAL (RA-85, 03)

The Washington Education Association supports the efforts of Education International (EI) to secure basic rights, better working conditions, better teaching resources, job security, and improved salaries for its members throughout the world.

The Association opposes governments involved in acts of injustice against teachers and their organizations and thus the children of those countries.

The Association believes the U.S. government must refrain from supporting any government that suppresses academic freedom and literacy programs.

CR I-15 INSTITUTIONAL DISCRIMINATION (RA-93, 16)

The Washington Education Association opposes any participation in a program sponsored by or using facilities of an organization which denies membership to certain segments of our society on the basis of age, creed, disability, ethnic background, gender identity or expression, marital status, national origin, political activities or beliefs, race, religion, sexual orientation, or size.

The Association also opposes the action of affiliates who form any type of liaison with such organizations.

The Association believes that WEA members holding membership in such organizations need to work actively from within for the total elimination of such exclusionary clauses or to withdraw from such organizations.

STUDENTS

CR I-16 CHILD ABUSE AND NEGLECT (RA-85)

The Washington Education Association believes that child abuse and child neglect are serious contemporary problems and is concerned that, while reported incidents are increasing, many incidents are not reported and others are falsely reported.

The Association also believes that its members and local affiliates need to cooperate with community organizations to increase public awareness of ways to determine and report child abuse and neglect. Association members are also encouraged to promote understanding of child abuse and neglect in their teaching and residential areas.

The Association further believes that in-service programs should be developed that stress the identification of, reporting procedures for, and techniques in dealing with the abused and/or neglected child using available child protective services, resources, and materials in the classroom.

The Association also believes that parents/guardians found to be engaged in abusive or neglecting practices or falsely reporting shall be compelled to participate in programs designed to develop facilitative child-rearing skills.

CR I-17 CORPORAL PUNISHMENT OF STUDENTS (RA-89)

The Washington Education Association believes that no education employee within Washington State should inflict corporal punishment upon a student attending any school within the state of Washington.

The Association also believes that education employees within the scope of employment may use and apply such amounts of physical force as may be reasonable and necessary:

1. to protect oneself, students, or others from physical injury;
2. to obtain possession of a weapon or other dangerous object upon the person or within control of a student; or
3. to protect property from serious harm.

Such physical force shall not be construed to constitute corporal punishment.

CR I-18 EFFECT OF COMPLEX TRAUMA ON CHILDREN AND YOUTH (RA-16)

The Washington Education Association believes complex trauma, if left unaddressed, impacts the brain development of students. Complex trauma causes systemic and individualized educational barriers that interfere with students' emotional and physical health and impedes their access to education.

The Association also believes student's trauma may affect an educator's ability to manage a classroom and perpetuates compassion fatigue leading to educator burnout.

The Association further believes that society has the responsibility to address the effects of complex trauma by advocating for and directing resources toward children and youth who have experienced it.

The Association also believes that there is a disproportionate number of students of color who endure complex trauma due to exposure to institutional racism.

The Association further believes that children who live in extreme poverty often have a higher number of adverse childhood experiences and thus suffer from complex trauma more often than students from more economically advantaged backgrounds. The Association also understands that trauma crosses all socioeconomic boundaries.

The Association also believes that a trauma-informed response benefits all students and all staff.

CR-I-19 ENVIRONMENTAL PROTECTIONS AND CLIMATE RECOVERY PLANS (RA-18)

The Washington Education Association supports the efforts of the 21 young people who filed the Federal lawsuit, Juliana v. U.S. in 2015, demanding that the President and Federal Government address their future environment in light of the effects of climate change by establishing a long term Climate Recovery Plan.

The Association also supports the efforts of the 13 young people under the age of 18 who filed a Constitutional Climate Lawsuit against Governor Inslee and the State of Washington in February 2018, addressing the need to lower carbon emissions for the future well-being of these youth.

The Association further supports all youth throughout the 50 states and 12 nations, including Australia, Belgium, Canada, France, India, The Netherlands, Norway, Pakistan, Philippines, Uganda, Ukraine, and United Kingdom, who are leading the change for a global climate recovery plan to secure their legal right to a stable climate and healthy atmosphere.

CR-I-20 WEAPONS IN THE SCHOOLS (RA-96, 18)

The Washington Education Association believes in policies that prohibit the possession of weapons in school settings.

The Association also believes its affiliates should work with district administrators to develop training programs that educate staff persons in how to prevent and defuse potential volatile situations.

Further, WEA supports the establishment of association-driven rapid response support groups for employees and students who have been victims of school violence.

CR I-21 YOUTH AND GANG ACTIVITY (RA-89, 96)

The Washington Education Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang-related crime.

The Association believes that the education community has a critical role in reducing gang-related crime.

The Association also supports education programs which promote positive self-image and academic success such as drop-out prevention/intervention, before and after-school programs, and job training particularly for at-risk students in areas where there is a high degree of gang activity.

The Association supports community and government efforts to provide a nurturing and stable home environment for children.

The Association believes that the business community has an important role in reducing illegal gang activity. The Association supports private sector programs that provide meaningful job opportunities for youth.

The Association also believes that law enforcement agencies have a role in the reduction of gang-related crime but that this role is supplementary to education and employment programs.

The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activities.

WEA
WASHINGTON
EDUCATION
ASSOCIATION

TABLE OF CONTENTS

A. EDUCATION 5

FEDERAL 5

CR A-1 EDUCATIONAL BROADCASTING FOR SCHOOL-AGE CHILDREN (RA-86) 5
CR A-2 SEPARATION OF CHURCH AND STATE (RA-85) 5

FEDERAL/STATE 5

CR A-3 EDUCATION OF THE CHILDREN OF MIGRANT WORKERS (RA-85, 97) 5
CR A-4 ENGLISH ONLY (RA-09) 5
CR A-5 EQUAL EDUCATION FOR NATIVE AMERICANS (RA-85) 5
CR A-6 FEDERAL AND STATE LEGISLATIVE MANDATES (RA-85) 5
CR A-7 STANDARDIZED TESTS (RA-85, 02) 5
CR A-8 STANDARDIZED TESTS AND TEACHER EVALUATIONS (RA-14, 16) 6

STATE 6

CR A-9 CLASS-SIZE LOAD CALCULATION (RA-85) 6
CR A-10 CONSTITUTIONAL REFORM (RA-85) 7

B. CURRICULUM 7

GENERAL CURRICULUM 7

CR B-1 ACCOUNTABILITY (RA-97, 03) 7
CR B-2 CULTURALLY RESPONSIVE TEACHING MOVES SCHOOLS FORWARD (RA-18) 7
CR B-3 CURRICULUM DEVELOPMENT AND INSTRUCTIONAL MATERIALS (RA-85, 97) 7
CR B-4 EDUCATIONAL CENTERS (RA-85) 8
CR B-5 FLEXIBILITY IN SCHOOL SCHEDULES (RA-85) 8
CR B-6 MEMBER PARTICIPATION ON STATE COMMITTEES (RA-85) 8
CR B-7 SECONDARY TRANSCRIPTS, GRADUATION, AND DIPLOMAS (RA-03, 15) 8
CR B-8 STATEWIDE INSTRUCTIONAL MATERIALS ADOPTION (RA-85) 8

SPECIFIC CURRICULAR AREAS 8

CR B-9 S.T.E.M. (SCIENCE, TECHNOLOGY, ENGINEERING, MATHEMATICS) TO S.T.E.A.M. (SCIENCE, TECHNOLOGY, ENGINEERING, ARTS, MATHEMATICS) EDUCATION (RA-13) 8
CR B-10 AIDS EDUCATION (RA-88, 95) 9
CR B-11 CAREER AND TECHNICAL (VOCATIONAL) EDUCATION (RA-85, 04) 9
CR B-12 CERTIFIED LICENSED MEDICAL PROFESSIONALS AT HIGH-CONTACT HIGH SCHOOL ATHLETIC COMPETITIONS (RA-13) 9
CR B-13 CHILDRENS' RIGHT TO PLAY (RA-96, 16) 9
CR B-14 CITIZEN EDUCATION (RA-95, 12) 9
CR B-15 COMMUNITY AND TECHNICAL COLLEGE EDUCATION (RA-85) 10
CR B-16 DR. MARTIN LUTHER KING, JR (RA-86) 11
CR B-17 DUAL LANGUAGE IMMERSION EDUCATION AND ENGLISH LANGUAGE LEARNERS (RA-06,18) 10
CR B-18 EARLY CHILDHOOD EDUCATION AND TRANSITION PROGRAMS (RA-85, 06) 11
CR B-19 ENVIRONMENTAL EDUCATION (RA-85) 11
CR B-20 ETHNIC STUDIES (RA-17) 11
CR B-21 EVENING AND SUMMER SCHOOL EDUCATION (RA-85) 11
CR B-22 FINE ARTS EDUCATION (RA-85, 05) 12
CR B-23 HEALTH AND SAFETY EDUCATION (RA-85, 95) 12
CR B-24 HIGHLY CAPABLE EDUCATION (RA-17) 11
CR B-25 THE HOLOCAUST (RA-95) 12
CR B-26 LIBRARY MEDIA PROGRAMS (RA-03) 12
CR B-27 MATHEMATICS AND SCIENCE EDUCATION (RA-95) 13

CR B-28 PHYSICAL EDUCATION (RA-03)....13
CR B-29 SCHOOL COUNSELORS' AND SOCIAL WORKERS' ROLES IN THE HEALTH OF CHILDREN (RA-03, 16)....13
CR B-30 SCHOOL NURSES AND THE HEALTH OF CHILDREN (RA-85, 95)....13
CR B-31 SCHOOL PSYCHOLOGISTS' ROLES IN PROMOTING STUDENT SUCCESS (RA-04)....13
CR B-32 SPECIAL EDUCATION GUIDELINES (RA-00, 17)....13
CR B-33 TECHNOLOGY EDUCATION (RA-86, 03)....14
CR B-34 TRAFFIC SAFETY EDUCATION (TSE) (RA-03)....14
CR B-35 UNESCO'S ASSOCIATED SCHOOLS PROJECT (RA-03)....14
CR B-36 WASHINGTON STATE HISTORY (RA-85)....14
CR B-37 WORLD LANGUAGES (RA-95)....14

C. EDUCATION FINANCE....14

FEDERAL....14
CR C-1 FEDERAL SUPPORT (RA-85)....14
CR C-2 TUITION TAX CREDIT (RA-85)....15

FEDERAL/STATE....15
CR C-3 FUNDING OF SPECIAL PROGRAMS (RA-08)....15
CR C-4 SCHOOL LUNCH PROGRAMS FOR ALL (RA-08)....15

STATE....15
CR C-5 CORPORATIZATION, PRIVATIZATION, OR SUBCONTRACTING (RA-14, 16)....14
CR C-6 FUNDING FOR SERVICES CONTRACTED BY THE DEPARTMENT OF CORRECTIONS (RA-85)..15
CR C-7 GENERAL PRINCIPLES OF FINANCIAL SUPPORT (RA-85, 11)....16
CR C-8 HUMANITIES IN HIGHER EDUCATION (RA-85)....16
CR C-9 MAINTENANCE OF THE STATE SCHOOLS FOR THE SENSORY DISABLED (RA-85)....16
CR C-10 PROJECTION OF SCHOOL CONSTRUCTION COSTS (RA-85)....16
CR C-11 PUBLIC BANKING (RA-18)....17
CR C-12 SMALL SCHOOLS FUNDING (RA-85)....17
CR C-13 STAFF DEVELOPMENT/TECHNOLOGY (RA-86, 95)....17
CR C-14 STATE APPORTIONMENT AND DISTRIBUTION FORMULA (RA-85)....17
CR C-15 SUPPORT FOR TAX REFORM (RA-17, 18)....18
CR C-16 URBAN EDUCATION (RA-85, 93)....18

D. PROFESSIONAL COMPETENCE AND STANDARDS....18

GENERAL....18
CR D-1 EMERGENCY FIRST AID (RA-17, 18)....18
CR D-2 MULTICULTURAL EDUCATION TRAINING (RA-85, 07)....18
CR D-3 EDUCATIONAL EQUITY AND QUALITY WORKFORCE DIVERSITY(RA-06, 16)....18
CR D-4 INCLUSIVE DIVERSITY (RA-07,12)....19
CR D-5 SCHOOL EMERGENCY PROCEDURES BEST PRACTICES (RA-17, 18)....11
CR D-6 SCHOOL TEACHER-LIBRARIAN PROGRAMS AND PERSONNEL (RA-90, 13)....19

CERTIFICATION....19
CR D-7 MEDICAL/HEALTH CARE OF STUDENTS (RA-85, 95)....20
CR D-8 NATIONAL BOARD CERTIFICATION (RA-98)....20
CR D-9 OPPOSITION TO REQUIRED COSTLY AND REDUNDANT PROFESSIONAL CERTIFICATIN FOR NEW TEACHERS (RA-16)....19
CR D-10 PROFESSIONAL CERTIFICATION GUIDELINES (RA-89, 97)....20
CR D-11 SCHOOL ACCREDITATION/EMPLOYEE CERTIFICATION (RA-85, 95)....21
CR D-12 SUPPORTING EDUCATIONAL STAFF ASSOCIATES (ESAs)....21
CR D-13 TESTING OF CERTIFIED EMPLOYEES (RA-87, 95)....21

PROFESSIONAL....21
CR D-14 ASSOCIATION SUPPORT FOR POTENTIAL TEACHERS (RA-85, 95)....21
CR D-15 PROFESSIONAL DEVELOPMENT SCHOOLS (RA-94, 97)....21
CR D-16 PROFESSIONAL GROWTH (RA-87, 97)....21
CR D-17 TEACHER CERTIFICATION PROGRAMS FOR EDUCATION SUPPORT PROFESSIONALS (RA-93, 95)....22

E. PROFESSIONAL WELFARE *22*

ORGANIZATIONAL WELFARE **22**
CR E-1 BARGAINING MEMBER RIGHTS (RA-10) 22
CR E-2 BASIC CONTRACT YEAR (RA-85, 93) 22
CR E-3: MASTER CONTRACT (RA-87, 09) 22
CR E-4 PERFORMANCE CONTRACTING/SUBCONTRACTING (RA-85, 97) 24
CR E-5 REDUCTION IN FORCE (RA-87, 97) 24
CR E-6 RIGHT TO STRIKE (RA-96) 24
CR E-7 WEATHER-RELATED SCHOOL CLOSURES (RA-87, 95) 24

WELFARE OF CONSTITUENT GROUPS **24**
CR E-8 COACHING (RA-89, 97) 24
CR E-9 FUNDING EXPERIENCE AND EDUCATION INCREMENTS FOR HIGHER EDUCATION FACULTY (RA-85) 25
CR E-10 HIGHER EDUCATION GOVERNANCE (RA-89) 25
CR E-11 SUBSTITUTE EDUCATORS (RA-85, 07) 25

INDIVIDUAL WELFARE **26**
CR E-12 EDUCATION EMPLOYEES WITH AIDS (RA-95) 26
CR E-13 EMPLOYMENT AND ENGLISH ACCENTS (RA-10) 26
CR E-14 EMPLOYMENT SECURITY FOR FULL-TIME AND FOR PART-TIME FACULTY (RA-86) 26
CR E-15 HAZARDOUS WORKING CONDITIONS (RA-85, 18) 26
CR E-16 INCOME TAX CREDIT ON RETIREMENT INCOME (RA-85) 26
CR E-17 LIVING WAGE FOR ALL EDUCATION EMPLOYEES (RA-10) 27
CR E-18 MERIT PAY (RA-85, 09) 27
CR E-19 PLANNING AND CONSULTATION TIME (RA-85, 10) 27
CR E-20 PROFESSIONAL SALARIES (RA-87, 01) 27
CR E-21 PROGRAM SUPPORT AND NETWORKING FOR MINORITY MEMBERS (RA-95) 28
CR E-22 REMUNERATION FOR TEACHER PARTICIPATION IN STUDENT TEACHER PROGRAMS (RA-85, 95) 28
CR E-23 RETIREMENT BENEFITS (RA-85, 01) 28
CR E-24 RETIREMENT INVESTMENTS (RA-15) 28
CR E-25 SAFE WORKING AND LEARNING ENVIRONMENTS FOR STUDENTS AND EDUCATORS WORKING WITH SPECIAL EDUCATION STUDENTS (RA-14) 29
CR E-26 SALARY AND BENEFITS EQUITY FOR PART-TIME FACULTY (RA-86) 29
CR E-27 STATE UNEMPLOYMENT COMPENSATION (RA-85) 29
CR E-28 TOBACCO-FREE SCHOOLS (RA-89) 29

F. PROFESSIONAL ASSOCIATIONS *29*

ORGANIZATION **29**
CR F-1 ASSOCIATION PUBLICATIONS (RA-85) 29
CR F-2 LOCAL AFFILIATE (RA-87, 97) 30
CR F-3 PARTICIPATION IN THE PARENT-TEACHER-STUDENT ASSOCIATION (RA-85, 97) 30
CR F-4 PUBLIC RELATIONS (RA-85) 30

PROGRAMS **30**
CR F-5 COLLECTIVE LEGISLATIVE EFFORTS (RA-85, 95) 30
CR F-6 EDUCATION SUPPORT PROFESSIONALS (RA-13) 30
CR F-7 HIGHER EDUCATION PROGRAMS (RA-85, 17) 31
CR F-8 ORGANIZED LABOR GROUPS (RA-11) 31
CR F-9 SMALL LOCAL UNITS (RA-85) 31
CR F-10 URBAN EDUCATION ASSOCIATIONS (RA-85) 31

G. PROFESSIONAL RIGHTS AND RESPONSIBILITIES *31*

ACADEMIC FREEDOM **31**
CR G-1 ACADEMIC FREEDOM AND CONTROVERSIAL ISSUES (RA-03, 15) 31
CR G-2 GUIDELINES FOR RELIGIOUS MUSIC AND ART (RA-85) 32
CR G-3 MAINTENANCE OF EDUCATION PROGRAMS UTILIZING ELECTRONIC MEDIA (RA-86) 32

MEMBER RIGHTS **32**

CR G-4 ABUSIVE CONDUCT IN THE WORK ENVIRONMENT (RA-09) 32
CR G-5 PERSONNEL FILES (RA-85, 97) 32
CR-G-6 PRIVILEGED COMMUNIDATIONS AND INFORMATION (RA-85)……32
CR G-7 THE RIGHT OF UNION REPRESENTATION (RA-16) 32

H. STUDENT RIGHTS AND RESPONSIBILITIES 33
CR H-1 GRADE STANDARD FOR EXTRA AND CO-CURRICULAR ACTIVITIES (RA-89) 33
CR H-2 MILITARY RECRUITERS ACCESS TO STUDENTS (RA-06)……33
CR H-3 STUDENT WORK HOURS (RA-97) 33
CR H-4 STUDENTS' RIGHT TO ADVOCATE FOR PEACE AND SOCIAL JUSTICE (RA-07) 34
CR H-5 STUDENTS' RIGHTS, RESPONSIBILITIES, AND ACADEMIC FREEDOM (RA-85, 15)....34

I. CIVIL AND HUMAN RIGHTS 34

SOCIETY AT-LARGE 34
CR I-1 CONTROL OF DEADLY WEAPONS AND FIREARM SAFETY (RA-96, 18) ……34
CR I-2 DE FACTO AND DE JURE SEGREGATION (RA-85)....35
CR I-3 DISCRIMINATION AGAINST IMMIGRANTS AND REFUGEES (RA-16, 17)…....……35
CR I-4 EQUAL RIGHTS AMENDMENT (RA-85) 35
CR I-5 EXTREMIST GROUPS (RA-97, 17)....35
CR I-6 FREEDOM FROM FEAR OF SEXUAL VIOLENCE (RA-18....36
CR I-7 HEALTH CARE REFORM (RA-92, 03) 36
CR I-8 LIVING WAGE FOR ALL WORKERS (RA-14)....36
CR I-9 KEEP OUR SCHOOLS SAFE (RA-18) 36
CR I-10 PROMOTION OF CIVIL AND HUMAN RIGHTS (RA-06, 16)....37
CR I-11 PROMOTION OF PEACE AND CONFLICT RESOLUTION (RA-10) 37
CR I-12 PUBLIC CAMPAIGN FINANCING (RA-04, 12) 37

EDUCATION EMPLOYEES....37
CR I-13 EDUCATION EMPLOYEES SUBJECT TO ASSAULT (RA-93) 37
CR I-14 EDUCATION INTERNATIONAL (RA-85, 03) 38
CR I-15 INSTITUTIONAL DISCRIMINATION (RA-93, 16) 38

STUDENTS....38
CR I-16 CHILD ABUSE AND NEGLECT (RA-85) 38
CR I-17 CORPORAL PUNISHMENT OF STUDENTS (RA-89)....38
CR I-18 EFFECT OF COMPLEX TRAUMA ON CHILDREN AND YOUTH (RA-16)……..38
CR I-19 ENVIORNMENTAL PROTECTIONS AND CLIMATE RECOVERTY PLANS (RA-18) 39
CR I-20 WEAPONS IN THE SCHOOLS (RA-92, 96) 39
CR I-21 YOUTH AND GANG ACTIVITY (RA-89, 96) 39