



To: WEA Representative Assembly Delegates

**From: Lynn Maiorca and Mark Morrow, Co-Chairpersons
WEA Documents and Resolutions Work Team**

Date: June 26, 2020

Subject: Initial Summary of Actions of the 2020 WEA Representative Assembly

The Washington Education Association's one hundredth annual Representative Assembly scheduled for Thursday, April 16, 2020 to Sunday, April 18, 2020, was cancelled due to the global pandemic of COVID-19.

In place of action at the 2020 Representative Assembly by its body of delegates, the WEA Board of Directors, upon approval from the originator/submitter, considered action on New Business Items. All adopted and pending New Business Items are attached, some of which will be considered at the Board of Directors meeting in August. The Board's action is noted on items that have been considered.

Standing Rule Amendments, Amendments to the Constitution and Bylaws, New Resolutions, and Amendments to Continuing Resolutions will not be acted upon by the WEA Board of Directors, and instead will be presented at the next in-person annual Representative Assembly. All submissions for the 2020 Representative Assembly are listed in this Summary of Action.

This Initial Summary of Actions will be supplemented following the August meeting of the WEA Board of Directors.

The delegates will elect three NEA State Directors, after run-off elections conclude on June 30, 2020. Further information will be included in the Final Summary of Actions report.

If you have any questions or concerns, please contact your local affiliate president or UniServ Council Board Director.

2020 NEW BUSINESS ITEMS (NBIs)

WEA Goals and Objectives:

- 1. Increase WEA members' professional status and job satisfaction.**
 - 2. Improve the quality of and access to public education for all students.**
 - 3. Forge partnerships with parents, business, other unions, and community groups.**
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New Business Item A—Not Yet Addressed

Training to Increase Equity in Supporting Positive Student Behavior

(Tani Lindquist; Shannon Rasmussen; WEA Change, Innovation, and Achievements Committee)

WEA Goals and Objectives: 1 and 2

RECOMMENDATION(S)

The WEA will lobby the legislature to:

1. Appropriate funding for a grant or a contract to the Washington Education Association to develop and present a series of trainings regarding best practices around student behavior supports, and to employ educators as lead trainers to provide regional trainings through the WEA Professional Development Network regional approach.
 2. Develop a statewide reporting system that collects appropriate student behavior data to assist educators in implementing student supports.
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New Business Item B—Not Yet Addressed

Coordinated Response to Increase Equity in Supporting Positive Student Behavior

(Sandra Hunt, WEA Health & Safety Committee)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will:

1. Hold a “Supporting Positive Student Behavior Summit” during the 2020-21 school year where members can come together to learn from experts and each other regarding:
 - a. implementing classroom practices and support systems,
 - b. bargaining strategies,
 - c. workplace and classroom safety protocols, and
 - d. community/family engagement and advocacy strategies.
 2. Convene a “Partners to Support Positive Student Behavior Summit” during the 2020-21 school year where WEA would invite other organizations to collaborate on community and state-based approaches that would support positive student behaviors. Other organizations may include but are not limited to groups such as:
 - a. NAACP,
 - b. El Centro de la Raza,
 - c. Washington State PTA,
 - d. Association of Washington School Principals,
 - e. OneAmerica,
 - f. association of education support professionals, and
 - g. WEA caucuses.
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New Business Item C—Not Yet Addressed

Additional Staff to Increase Equity in Supporting Positive Student Behavior

(Jennifer Black; Jared Kink; WEA Legislative Strategy Committee)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will prioritize lobbying efforts and support for funding the following during the 2021 Legislative session:

1. Additional staffing dedicated to providing in-classroom support for student behaviors, which could include additional teachers, paraeducators, or other specialists that work directly on increasing positive behaviors.
 2. Additional staffing dedicated to providing counselors, social workers, school psychologists, and nurses to provide students the wrap-around services that support positive school behaviors.
 3. Data regarding student behavior and poverty should be used to prioritize additional resources if additional staff is phased in over a period of time.
 4. No school should receive less than the equivalent of one additional FTE.
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New Business Item D — Withdrawn
Small/Rural Time Release Conferences (Reauthorization)
(Shawn Brehm, WEA Small/Rural Committee)

New Business Item E—Adopted
Small/Rural Regional Conferences
(Shawn Brehm, WEA Small/Rural Committee)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will establish a fund of up to \$70,000 to establish four small/rural regional conferences to be held at the regional level in the Northeast, Northwest, Southeast and Southwest. This will deliver training and support to small/rural locals at a more convenient location, with each training held in a regional UniServ Council office. The funds requested would be used to cover meals, lodging, travel reimbursement, and compensation for the trainers.

New Business Item F—Withdrawn
Small/Rural Release Time Grants (Reauthorization)
(Shawn Brehm, WEA Small/Rural Committee)

New Business Item G—Adopted
Small/Rural Membership Engagement Grants (Reauthorization)
(Shawn Brehm, WEA Small/Rural Committee)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will provide up to \$40,000 in grants for various local association activities. These activities would include, but not be limited to: local presidents' meetings, membership engagement activities, council and state trainings and political advocacy. Grants will not exceed \$1,500 per local. It is the hope of the Small/Rural Committee, that the Budget and Finance Committee will consider making these grants a permanent line-item in the annual WEA budget moving forward.

New Business Item H—Adopted
Small/Rural Release Time Grants (Reauthorization)
(Shawn Brehm, WEA Small/Rural Committee)

WEA Goals and Objectives: 1 and 2

RECOMMENDATION(S)

The WEA will provide up to \$30,000 for Small/Rural Release Time Grants. The Release Time Grants will help

provide local leaders the time necessary to organize and advocate for members. A local grant may not exceed \$1,500. It is the hope of the Small/Rural Committee that the WEA Budget and Finance committee will explore adding the cost of these grants to the annual budget moving forward.

New Business Item I — Withdrawn
Small/Rural Regional Conferences
(Shawn Brehm, WEA Small/Rural Committee)

New Business Item J — Withdrawn
Small/Rural Release Time Grants (Reauthorization)
(Shawn Brehm, WEA Small/Rural Committee)

New Business Item K — Withdrawn
Small/Rural Membership Engagement Grants
(Shawn Brehm, WEA Small/Rural Committee)

New Business Item No. 1—Adopted
White Privilege for Educator Conference
(Michael Peña, Mukilteo EA)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will fund a conference named the "White Privilege for Educator Conference" that would help our White educators understand the idea of White Supremacy and the tenets of its culture. Such a conference would help them explore their privileges as White educators while providing a safe space from experiencing what might be perceived as an attack upon those privileges. Goals of the conference will include (but may not be limited to) exploring the foundation of White Supremacy culture in education and union systems, effects on educators and students from the dismantling of White Supremacy in education and unions, identifying White Fragility, and developing a toolbox from which White educators can pull skills from when facing the guilt, anger, and denial one feels when experiencing White Fragility.

New Business Item No. 2—Withdrawn
Utilizing a Comprehensive Student Behavior Survey to Increase Student Safety and Learning
(Bob Gustin, WEA Lower Columbia)

New Business Item No. 3— Adopted
Ramadan Article
(Sobia Sheikh, Mukilteo EA)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will feature an article in WEA 2.0 before April 1, 2021 to highlight what Ramadan is, how educators can support Muslim students during the month of Ramadan, and how educators can increase awareness among other students and the community.

New Business Item No. 4—Adopted
Increasing Knowledge of the Muslim Community
(Sobia Sheikh, Mukilteo EA)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will work with Council on American-Islamic Relations (CAIR) and community members to publish on the WEA website a variety of resources (books/articles by Muslim authors) about Islam and its history.

New Business Item No. 5—Withdrawn

**Alignment of WEA Racial and Social Justice Work
(Michael Peña, Mukilteo EA)**

New Business Item No. 6—Failed

**Equity in Retirement Benefits for Employees Taking Approved Unpaid Leave
(Filma Fontanilla, Clover Park EA)**

New Business Item No. 7—Adopted

**WEA Election Days!!
(Becca Ritchie, Kent EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

1. The WEA will provide two voting windows (one in the fall and one in the spring, to be determined by the elections and nomination committee) that locals/councils can choose to utilize where NLRB-compliant electronic voting will be provided by WEA at either no or a very nominal cost.
 2. The WEA will provide space in WEA 2.0 for locals who choose to utilize this process to make election announcements in alignment with NLRB rules.
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New Business Item No. 8—Withdrawn

**Parental Notification of Cleared Rooms
(Christie Padilla, Kent EA)**

New Business Item No. 9—Not Yet Addressed

**What good has it all done? Standardized testing must end.
(Julianna Dauble, Renton EA)**

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will convene a special committee regarding the use of existing state tests for federal accountability under the ESSA law. This committee, made of a diverse cross section of educators, will gather information on existing state tests including SBA, WCAS, WAKids, and WELPA to compare and evaluate outcomes for each test in order to identify policy problems and propose alternative assessments for use in the Washington State ESSA plan. A proposed abbreviated policy statement and alternative assessments will be presented to delegates at RA 2021 for input and approval. The WEA BOD will plan for small group breakout sessions at the RA for delegates to brainstorm organizing strategies and tactics for ESSA revision that eliminates or reduces reliance on standardized testing and/or to develop a vision for an education system free from standardized tests.

New Business Item No. 10—Adopted

**Anti-Racist, Culturally-Competent Teaching and Diversity Training for ALL WA Educators
(Jennifer Bradley, Evergreen EA)**

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will work with the state legislature to pass legislation that requires public school districts to provide mandatory annual professional development for diversity training that includes but is not limited to:

1. Current and historic racial and cultural bias in education and society at large and its impacts on students and communities.
 2. Resources and methods for culturally-competent, anti-racist, anti-bias teaching.
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**New Business Item No. 11—Adopted
Bargaining for Common Good Language
(Sobia Sheikh, Mukilteo EA)**

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will craft a document explaining the principles of bargaining for the common good that may include philosophies, benefits, and example language to encourage locals to consider bargaining for the common good in order to obtain a fair and equitable contract that benefits the wider community.

**New Business Item No. 12—Adopted
Staff Funding that Addresses and Seeks to Mitigate the Effects of Poverty in Schools
(Jennifer Bradley, Evergreen EA)**

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will lobby the state legislature to provide additional personnel funding to reduce student-to-teacher ratios, counselor and school psychologist caseloads, and lower class caps for Title I schools.

**New Business Item No. 13—Adopted
Bargaining a Better SEBB for Members
(Theresa Turner, Kent EA; Wendy Sarino, Kent EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

The WEA will work with our labor consortium partners to:

1. Enable members to enroll in secondary insurance coverage (either from a second job or through a School Employee's benefits)
 2. Allow FSA roll over of \$500 in alignment with Federal guidelines
 3. Provide an appeal process for items or services members are denied under the SEBB Plan
 4. Advocate for more positions on the SEBB board
 5. Bargain more robust dental benefits.
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**New Business Item No. 14—Not Yet Addressed
NBI Spreadsheet/Database
(Brian Crowley, Clover Park EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

The WEA will develop a database/spreadsheet so delegates can track the status of NBIs, New Resolutions, and other business affairs debated at the Representative Assembly.

New Business Item No. 15—Adopted
Aspiring Educator Conference (AEC) for Student Washington Education Association (SWEA) Members
(Brandy Alley, Student Washington Education Association)

WEA Goals and Objectives: 1 and 3

RECOMMENDATION(S)

The WEA will provide a grant for up to ten SWEA members to attend the NEA AEC (Aspiring Educator Conference).

New Business Item No. 16—Adopted
Cancel Standardized Testing for 2021 School Year
(Adam Aguilera, Evergreen EA)

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will:

1. Organize members and stakeholders to publicly call for the cancellation of standardized testing for 2021 due to the fact that schools will likely continue to be closed until a vaccine is developed and it would be nonsensical to test students in the aftermath of such conditions.
 2. Lobby the State of Washington to cancel standardized testing and request waivers from the federal government.
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New Business Item No. 17—Adopted
Washington State Broadband Public Utility
(Adam Aguilera, Evergreen EA)

WEA Goals and Objectives: 2 and 3

RECOMMENDATION(S)

The WEA will:

1. Partner with community allies and stakeholders to create a public campaign for broadband Internet to be designated a public utility in Washington State.
 2. Lobby the Washington State Legislature to pass legislation to regulate internet access as a public utility.
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New Business Item No. 18—Adopted
No Public Education Cuts
(Adam Aguilera, Evergreen EA)

WEA Goals and Objectives: 3

RECOMMENDATION(S)

The WEA will:

1. Partner with all community allies and recruit stakeholders to create a public campaign to reject cuts to public education and demand new revenue from Washington State.
2. Lobby the legislature to pass progressive tax reform that lowers the tax burden on most Washingtonians and requires wealthy individuals and corporations to pay their fair share.
3. Lobby against any bills that cut public education funding.
4. Lobby to restore the funding to the vetoed bills from the 2020 legislative session.

New Business Item No. 19—Adopted
Responsible Investing and Banking for WEA, UniServs, and Locals
(Don Burress, Bellevue EA)

WEA Goals and Objectives: 2 and 3

RECOMMENDATION(S)

The WEA will:

1. Move WEA finances to nonprofit banking solutions, such as a credit union, where possible.
2. Consider the social impact of current and future long-term investments. This may include divesting WEA of investments in organizations or companies that are actively anti-union, discriminate against any marginalized community, support privatization of public resources and public education, engage in environmentally harmful practices, or have taken other positions against the goals and continuing resolutions of WEA.
3. Work with the WEA Board, or designated committee, to review current banking practices quarterly and direct that changes be made to investments that do not support WEA's goals and continuing resolutions.
4. Craft a set of guidelines for UniServ Councils and local associations on best practices for moving union funds to nonprofit banking solutions. The guidelines should consider both rural and urban locals and UniServs and provide options for those that may not have many banking choices. These guidelines can be shared via secure electronic communication with UniServ and local presidents and treasurers.
5. Help UniServs and locals with their investments. WEA can share investment choices with UniServ and local treasurers via secure electronic communication.

New Business Item No. 20—Withdrawn
Change School Year Schedule
(Heather Kowalski, Shelton ESP)

New Business Item No. 21—Adopted
All School Meals Free of Charge
(Michael Peña, Mukilteo EA)

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will lobby the legislature to make all meals free for K-12 students.

New Business Item No. 22—Withdrawn
COVID-19 Testing
(Jeffrey Morgen, Seattle EA)

New Business Item No. 23— Not Yet Addressed
Mandatory Training for UniServ Council Presidents
(Kris Cameron, Wenatchee EA)

WEA Goals and Objectives: 1 and 3

RECOMMENDATION(S)

The WEA will provide mandatory training for all UniServ Council presidents. Training topics will include union values and history, budgeting, communication, organizing, conflict resolution, democratic decision-making structures, staff supervision, and clarification of governance vs. staff roles and responsibilities.

**New Business Item No. 24— Not Yet Addressed
Library Books That Truly Represent Our Students
(Patty Cone, Wenatchee EA)**

WEA Goals and Objectives: 1 and 2

RECOMMENDATION(S)

The WEA will:

1. Advocate at the legislative level for dedicated funding to enable school librarians to purchase titles identified as a result of NBI 23.
 2. Provide model bargaining language to enable locals to secure funding for multicultural books.
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**New Business Item No. 25—Adopted
Implementation of a State Income Tax
(Eric Pickens, WEA Olympic)**

WEA Goals and Objectives: 2 and 3

RECOMMENDATION(S)

The WEA will:

1. Lobby for a constitutional amendment to allow for the implementation of a state income tax and/or other progressive tax sources.
 2. Collaborate with other educational associations and organizations who are willing to join in this effort.
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**New Business Item No. 26— Not Yet Addressed
1st-Year-Teacher Grants for Culturally Responsive Classrooms
(Da Sol Lim, Highline EA)**

WEA Goals and Objectives: 1 and 2

RECOMMENDATION(S)

The WEA will:

1. Make 100 grants of \$100 each available to first-year teachers for purchasing culturally relevant materials for their classrooms.
 2. Contact first-year teachers with information about applying for the grants.
 3. Provide these teachers with resources for culturally relevant materials such as book lists and lessons.
 4. Provide these teachers with a list of WEA members who can support them in leading culturally responsive classrooms.
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**New Business Item No. 27—Not Yet Addressed
Equity in Retirement Benefits for Employees Taking Approved Unpaid Sick and/or Injury Leave
(Filma Fontanilla, Clover Park EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

The WEA will lobby for a change in state law that provides employees who take approved unpaid leave due to medical and/or on-the-job injury with retirement service credit for up to 2 years, where the employer would pay the employee share if the employee works in a retirement eligible position for a minimum of 2 years after returning from leave. Employees not working 2 years or more after returning from leave would be required to pay the employer share consistent with current law.

New Business Item No. 28—Not Yet Addressed
Authors of Color Quarterly Book List
(Juan Cordova, Highline EA)

WEA Goals and Objectives: 1 and 2

RECOMMENDATION(S)

The WEA will:

1. Publish via email and print quarterly a list of books by Authors of Color for educators to provide students with books that reflect their backgrounds and cultures.
 2. Research and list at least 20 diverse books for K-12 written by Authors of Color. The list should include books that portray underrepresented and marginalized voices.
 3. Post this list on the WEA website year-round for continued member access.
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New Business Item No. 29— Not Yet Addressed
Anti-Racism Trainers
(Isaura Jimenez, Highline EA)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will fund instructor training, through NEA or in partnership with POC-led organizations, that would qualify 40 WEA members as trainers for eliminating racist practices and white supremacy culture. The WEA instructors would help other educators and locals by providing spaces to address bias and help create anti-racist school climates for both students, families, and staff.

New Business Item No. 30— Not Yet Addressed
Decrease Provisional Periods
(Michael Cook, Edmonds EA)

WEA Goals and Objectives: 1 and 3

RECOMMENDATION(S)

The WEA will lobby the state legislature to decrease the 3-year provisional contract to a 1-year provisional contract.

New Business Item No. 31—Adopted
Education on Tax Reform
(Eric Pickens, WEA Olympic)

WEA Goals and Objectives: 2

RECOMMENDATION(S)

The WEA will, through existing media and communication channels:

1. Inform and educate members on the benefits of tax reform and revenue retention that is consistent with our Continuing Resolution C-15.
 2. Inform and educate members on why regressive tax structures are not an effective way to fund education.
 3. Inform and educate members on how an over-reliance on property taxes to fund education reinforces socio-economic inequities statewide.
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New Business Item No. 32—Adopted
Funds for Creating a Dream Center in schools
(Miguel Saldana, Pasco Association of Educators)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will:

1. Allocate up to \$50,000 for 10 grants of up to \$5,000 each for WEA members of locals who teach or work in high schools or middle schools (one grant per local).
 2. Use the funds to collaborate with students, educators, school administrators, community members, parents, and former students to create a dream center. A dream center is a place in school (such as a classroom) for all students to go when they are stressed, need someone to talk to, need a space to do homework, and/or relax.
 3. Through an existing committee set criteria for selection of the locals who will receive the grants.
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New Business Item No. 33— Not Yet Addressed

**WEA Combats Hate Against Undocumented Immigrants
(Angelie Seng, Mukilteo EA)**

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will:

1. create a quarterly campaign (Sept, Dec, Feb, May) that sends print and email communication with messages that support our immigrant and undocumented students, families, and colleagues.
 2. The campaign should have a message that makes a strong and clear statement in support of our immigrant communities.
 3. Here is a recommended list of statements:
Immigrants and refugees are welcome here
Undocumented people build our community
Undocumented educators teach here
Undocumented students learn like everybody else
We ALL support our undocumented and immigrant communities
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New Business Item No. 34— Not Yet Addressed

**Mental Health Benefits Fair
(Rupika Madhavan, Highline EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

The WEA will:

1. Develop a mental health benefits fair webinar and digital communications through existing means on mental health benefits for identity-based communities (Educators of Color, educators in the LGBTQ+ community, etc.) as well as a general mental health benefits fair webinar for all educators.
 2. Provide information about mental health insurance benefits.
 3. Show how to navigate the mental health care system, find appropriate providers, and what questions to ask providers to determine if they are a good fit.
 4. Provide information on how to advocate for yourself and holistic approaches to self-care (yoga, massage therapists, etc.).
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New Business Item No. 35— Not Yet Addressed

**Quarterly NBI Reports
(Rupika Madhavan, Highline EA)**

WEA Goals and Objectives: 1

RECOMMENDATION(S)

The WEA will send quarterly emails to all WEA members with the subject line, “2020 WEA RA NBI Progress Report”, with a link to a living document of updates on the progress of NBIs that were adopted. This document will indicate:

1. The number and recommended action(s) of each NBI.
 2. Specific actions from each NBI that have been completed.
 3. Date(s) those actions were completed.
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New Business Item No. 36—Adopted
East Side Human and Civil Rights, Social Justice, and Equity Conference
(Miguel Saldana, Pasco Association of Educators)

WEA Goals and Objectives: 3

RECOMMENDATION(S)

The WEA will:

1. Allocate up to \$20,000 (two grants of up to \$10,000 each) for councils on the east side of the state to organize a Human and Civil Rights, Social Justice, and Equity Conference.
 2. Work together with Councils and local leaders to support the organizing of these three-part conferences to increase awareness of how systems of oppression impact members and students, as well as the structure of our union.
 3. Support educators and students at the conferences to identify, reject, and address structural barriers affecting diverse and different groups.
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New Business Item No. 37—Adopted
Creating Dream Centers in Schools
(Miguel Saldana, Pasco Association of Educators)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will:

1. Use the current resources available to gather information about creating a dream center and disseminate it via existing WEA communication channels such as the WEA website, email, WEA 2.0 publication, and conferences.
 2. Share information with members about how a dream center functions and its role in initiating collaboration with students, other educators, and community leaders to create a safe space for marginalized groups.
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New Business Item No. 38—Not Yet Addressed
Experience STILL Counts!
(Jennifer Hall, Seattle EA)

WEA Goals and Objectives: 1, 2, and 3

RECOMMENDATION(S)

The WEA will:

1. Advise locals to be protective of existing seniority protections in collective bargaining agreements, reminding governance that age discrimination laws were passed to protect workers in the protected-age category (40 and up) from capricious layoffs and dismissals, and that seniority rights were hard-won by union workers including education employees.
2. Vet and recommend accessible professional development geared to helping older and less tech-savvy educators transfer their expertise to on-line teaching and learning when unprecedented disasters call for such transference.

3. Advocate against punitive evaluations being levied against members in the protected-age category that cite low-tech acumen as a reason for a “Basic” rating.

New Business Item No. 39—Adopted (*Exact wording under review as of 6/26/2020*)
Parental Notification of Cleared Rooms
(Thom Garrard, Edmonds EA)

WEA Goals and Objectives: 3

RECOMMENDATION(S)

The WEA will work with education partners to design a family notification process to be used when classrooms are evacuated due to extreme behaviors and which will function without increasing educator workload.

2020 PROPOSED AMENDMENTS TO THE CONTINUING RESOLUTIONS

(To Be Considered When the WEA Representative Assembly Meets In Person)

Proposed Amendment to Continuing Resolution CR A-7
Standardize Tests and Diverse Learning Needs
(Becca Ritchie, Kent EA)

PROPOSED RECOMMENDATION(S)

The Washington Education Association believes the goal of academic student assessment should be to improve instruction and that is attained when educators are free from standardized-testing mandates that undermine the student-teacher relationship and instead, are empowered to use assessments that support the specific, diverse learning needs of students.

Therefore, the Washington Education Association also 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.~~ Parents and guardians are given ample notification of their protected right to refuse specific standardized tests and directions for how to exercise that right before a test is administered.
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Proposed Amendment to Continuing Resolution CR E-12
Shortage of Substitute Educators
(Peter Henry, Seattle EA)

PROPOSED RECOMMENDATION(S)

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; and
5. health insurance benefits should be available to all substitutes who work the minimum required number of hours substituting in one or more districts.

The Association also believes that when a substitute cannot be found to fill a position, the education for students is diminished greatly and the workloads are greatly increased for the absent educators and their colleagues.

The Association further believes substitute shortages must be addressed at all levels of the education system.

The Association also believes local associations that don't currently allow substitute membership should be provided the support needed to add substitute members to their ranks so bargaining provisions can improve substitute working conditions.

The Association further believes another way to address the shortage of substitutes is to increase the number of permanent substitutes assigned to a building as an additional FTE with full employment benefits when feasible.

**Proposed Amendment to Continuing Resolution D-9
Improve Support for New Teacher Candidates
(Juliana Dauble, Renton EA)**

PROPOSED RECOMMENDATION(S)

~~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.~~

The Washington Education Association opposes Washington State teacher certification requirements that:

1. cost money to the candidate;
2. are redundant with other assessments required by educator certification programs;
3. are scored by entities unknown to the candidate;
4. contain bias or are prejudiced against marginalized communities or People of Color;
5. were developed by for-profit companies;
6. take time away from learning opportunities from internships, student teaching, or other preparatory learning experiences that lead to a well-prepared educator; and
7. are based on instructional or professional frameworks different from those the candidate may be expected to use for the evaluation process once employed in a certificated position within Washington State.

2020 PROPOSED NEW RESOLUTIONS

(To Be Considered When the WEA Representative Assembly Meets In Person)

Proposed New Resolution No. 1
Multicultural Education Training
(Aneeka Ferrell, Renton Professional Technical Association)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

Believes that training and/or experiences 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 and trainings to occur at minimum of once per year.

The Association also believes that inclusive diversity and equity in educational and non-educational environments requires honest and open conversations, that provide members and all others in the educational community an opportunity to engage in courageous conversations that examine and address our assumptions, prejudices, discriminatory practices, implicit biases, microaggressive stereotypes, and their effects.

Proposed New Resolution No. 2
Bargaining for the Common Good
(Michael Peña, Mukilteo EA)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

supports local bargaining whose demands would bargain for the common good by:

1. expanding the scope of bargaining beyond wages and benefits.
2. engaging community allies as partners in issue development and the bargaining campaign.
3. entering racial justice in the demands.
4. strengthening internal organizing, membership and member engagement.
5. leveraging capital in our campaigns.
6. recognizing that the campaign doesn't end once the union settles its contract.

Proposed New Resolution No. 3 – Withdrawn
Improving Support for New Teacher Candidates
(Juliana Dauble, Renton EA)

Proposed New Resolution No. 4 – Withdrawn
Standardize Tests and Diverse Learning Needs
(Becca Ritchie, Kent EA)

New Resolution No. 5 *(Exact wording under review as of 6/26/2020)*
Recognition of First Peoples' Language, Culture and Oral Traditions Certification
(Shawn Brehm, Wellpinit EA)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

Recognizes the sovereignty of various tribal entities within the state, and deeply appreciates their cooperation, with the Office of the Superintendent of Public Instruction (OSPI), to certify teachers in this endorsement area. The Association also recognizes those who have applied for, and been granted a First Peoples' Language,

Culture and Oral Traditions Certificate (defined under WAC 181-78A-700), as holding a valid form of OSPI certification (as also recognized under WAC 181-79A-140), that entitles them to the same rights and privileges as every other form of certification that OSPI offers.

The Association honors the role of these educators as key partners in starting to heal the wounds of historical and educational trauma still widespread in the communities these educators serve. The effects of such Pacific Northwest boarding schools as the Chemawa, Cushman, Tulalip and Fort Spokane Indian Schools, that sought to assimilate Native children by “killing the Indian to save the man,” still resonate today. These educators seek to reteach the languages, culture and traditions that were stolen from our Native American communities, as well as also promoting knowledge and understanding among their non-Native colleagues and students. It is also the position of the Association, that with many of the traditional languages, cultures and traditions of the Native communities in our region currently under threat of extinction, these educators serve a critical role in revitalizing what the educational system of our past sought to eradicate.

The Association believes that any employee who holds such certification, and serves as an instructor of record for coursework relating to (but not limited to) teaching tribal language, culture and/or tribal history in our public schools, should have the same rights to fair and equitable compensation, (on the same scale as other certified educators, based on educational level and years of experience as defined under their respective district’s collective bargaining agreement,) access to benefits, and/or access to Association membership as every other certified educator in their district, regardless of endorsement area.

**New Resolution No. 6 – Withdrawn
Shortage of Substitute Educators
(Peter Henry, Seattle EA)**

**New Resolution No. 7
Support for Early Career Educators
(Rachel Tochiki, Bellevue EA)**

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

Supports programs and resources that promote the inclusion, skills, and capacity of educators in their first 5-7 years in the profession as well as veteran teachers who are new to Washington State or are experiencing a change in grade level, type of assignment, job site, or cultural environment.

The Association also supports early involvement of early career educators in union work (participation in local, social justice activities, political action, etc.).

The Association further supports resources that educate members about contract rights and effective organizing and advocating.

The Association also supports work that builds the capacity of the Association to provide professional opportunities for collaboration through formal and informal systems of collegial support.

2020 PROPOSED WEA CONSTITUTION AND BYLAWS AMENDMENTS

(An amendment to the Constitution or Bylaws requires a two-thirds (2/3) vote for adoption.)

(To Be Considered When the WEA Representative Assembly Meets In Person)

**Constitution and Bylaws Amendment No. 1
Bylaws Amendment for Progressive Dues**

(Katie Agren, North Thurston EA)

RECOMMENDED AMENDMENT(S)

Article II – Dues and Assessments

Section 1. The annual dues of an active certified K-12 member shall be ~~seven tenths (0.700) of one (1) percent of the state average classroom teacher salary~~ seven hundred seventy-five thousandths (0.775) of one (1) percent of the certificated member's salary. Dues are to be adjusted in an amount to the nearest whole dollar. All certified and classified dues changes for the ensuing year will be announced at the annual Representative Assembly meeting and will go into effect on September 1 of each school year.

Constitution and Bylaws Amendment No. 2

Constitution Amendment for Instant Run-off Elections at WEA RA

(Matthew Yeager, Kennewick EA)

RECOMMENDED AMENDMENT(S)

(by inserting NEW Article V, with existing Art. V and up to be re-numbered as Art. VI and up)

Article V – Elections

Section 1. Whenever three or more candidates are duly nominated for President, Vice President, or any other position voted on during a Representative Assembly, the votes shall be tabulated using an instant runoff (ranked choice) system. Each eligible Representative will vote, at once, for their first and second choice for each individual race in which there have been three or more duly nominated candidates.

Section 2. When the votes are tallied, if a candidate wins an outright majority of first-place votes, then that candidate wins the race. If not, then the candidate with the lowest number of first-place votes is eliminated. All first-place votes for that candidate are discounted. The votes are then recounted, but the second-place vote on any ballot which had a first-place vote for the eliminated candidate is to be counted as a first-place vote, hereafter called a “consolation vote”, in favor of the second-choice candidate. The candidate with the most first-place votes combined is the winner.

Section 3. Any tied vote for any election will be solved by the current president (or other presiding officer, if required) tossing a fair coin in the sight of the voting body.

2021 WEA REPRESENTATIVE ASSEMBLY

FIRST READINGS BY TITLE

No submissions.

2021 PROPOSED WEA RA STANDING RULES AND ADOPTED PROCEDURES AMENDMENTS

No submissions.

1

2 **2020 NEW BUSINESS ITEM A**

3 FEBRUARY 20, 2020 03:01 PM

4

5 **TITLE**

6 Training to Increase Equity in Supporting Positive Student Behavior

7

8 **SOURCE**

9 Larry Delaney, WEA Board and Larry Delaney, Chairperson

10

11 **BACKGROUND**

12 All students are capable of learning with adequate behavior support systems that focus on
13 prevention/intervention, educator readiness, professional training, and use of data to support students.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 21,800 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: \$ 5,000,000 (New Cost)**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Improve the quality of and access to public education for all students.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 WEA will lobby the legislature to:

29

30 1. Appropriate funding for a grant or a contract to the Washington Education Association to develop
31 and present a series of trainings regarding best practices around student behavior supports, and to
32 employ educators as lead trainers to provide regional trainings through the WEA Professional Develop
33 Network regional approach.

34

35 2. Develop a statewide reporting system that collects appropriate student behavior data to assist
36 educators in implementing student supports.

37

38 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
39 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
40 **FROM MARGINALIZED COMMUNITIES**

41 This NBI will ensure that both training and reporting will be statewide including from schools with
42 marginalized populations. WEA will ensure that those from marginalized populations will be
43 prioritized.

Not Yet Addressed

1

2 2020 NEW BUSINESS ITEM B

3 FEBRUARY 25, 2020 01:45 PM

4

5 TITLE

6 Coordinated Response to Increase Equity in Supporting Positive Student Behavior

7

8 SOURCE

9 Larry Delaney, WEA Executive Committee

10

11 BACKGROUND12 All students are capable of learning with adequate support. This includes ensuring positive student
13 behavior so as to support students' individual and collective education.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 41,800 (To be included in existing staffing budget.)

19 Non-Staff: \$ 106,000 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Hold a "Supporting Positive Student Behavior Summit" during the 2020-21 school year where
29 members can come together to learn from experts and each other regarding:

30 a. implementing classroom practices and support systems,

31 b. bargaining strategies,

32 c. workplace and classroom safety protocols, and

33 d. community/family engagement and advocacy strategies.

34

35 2. Convene a "Partners to Support Positive Student Behavior Summit" during the 2020-21 school year
36 where WEA would invite other organizations to collaborate on community and state-based approaches
37 that would support positive student behaviors. Other organizations may include but are not limited to
38 groups such as:

39 a. NAACP,

40 b. El Centro de la Raza,

41 c. Washington State PTA,

42 d. Association of Washington School Principals,

43 e. OneAmerica,

44 f. association of education support professionals, and

45 g. WEA caucuses.

46

47 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**48 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE****49 FROM MARGINALIZED COMMUNITIES**

50 x

Not Yet Addressed

2020 NEW BUSINESS ITEM C

FEBRUARY 25, 2020 01:51 PM

TITLE

Additional Staff to Increase Equity in Supporting Positive Student Behavior

SOURCE

Larry Delaney, WEA Executive Committee

BACKGROUND

All students are capable of learning with adequate support. Current student behavior supports are inadequate to ensure student success both inside and outside the classroom.

COST IMPLICATIONS**Cost to WEA:**

Staff: \$ 87,000

Non-Staff: None

Cost to the State: \$ 250,000,000

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

prioritize lobbying efforts and support for funding the following during the 2021 Legislative session:

1. Additional staffing dedicated to providing in-classroom support for student behaviors, which could include additional teachers, paraeducators, or other specialists that work directly on increasing positive behaviors.

2. Additional staffing dedicated to providing counselors, social workers, school psychologists, and nurses to provide students the wrap-around services that support positive school behaviors.

3. Data regarding student behavior and poverty should be used to prioritize additional resources if additional staff is phased in over a period of time.

4. No school should receive less than the equivalent of one additional FTE.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

Additional staffing will provide the supports to meet individual student needs both inside and outside the classroom. Using data about student behavior and poverty will ensure that the support is directed to students, educators, and people from marginalized communities.

Not Yet Addressed

2020 NEW BUSINESS ITEM E

FEBRUARY 23, 2020 12:07 AM

TITLE

Small/Rural Regional Conferences

SOURCE

Shawn Brehm, WEA Small/Rural Committee

BACKGROUND

The WEA Small/Rural Committee is seeking to establish four regional conferences to deliver training and support to Small/Rurals in conjunction with local Councils.

COST IMPLICATIONS**Cost to WEA:**

Staff: \$ 1,600 (To be included in existing staffing budget.)

Non-Staff: \$ 70,000 (New Cost)

Cost to the State: None

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

Establish a fund of up to \$70,000 to establish four small/rural regional conferences to be held at the regional level in the Northeast, Northwest, Southeast and Southwest. This will deliver training and support to small/rural locals at a more convenient location, with each training held in a regional UniServ Council office. The funds requested would be used to cover meals, lodging, travel reimbursement, and compensation for the trainers.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

The WEA Small/Rural Committee advocates for the Small/Rural community AS a marginalized community, who often lack the resources more readily available to larger locals. The resources to send an educator from a Small/Rural to any WEA conference, such as the one being proposed, is often cost prohibitive.

We ask WEA to live up to the intent of CR-C12 which states, "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," and CR-F9 which further states, "The Washington Education Association believes that small local units are an integral part of the Association and may have unique problems," and provide the equity of ensuring the high-quality training and support our Small/Rural educators so desperately need is available to better serve our students and educators from ALL backgrounds.

It is also the intention of the Small/Rural Committee to provide training, embedded into each regional conference on issues of equity and diversity so that our membership in these areas are equipped to better serve their students, and fellow educators regardless of race, ethnicity, national origin,



TAB NO. 4

53 immigration status, dominant language provenience, age, gender identity, sexual preference, regional
54 location or socio-economic status. The WEA Small/Rural Committee will work with the WEA Human
55 and Civil Rights Committee to implement the delivery of this work.

Adopted

1

2 2020 NEW BUSINESS ITEM G

3 FEBRUARY 23, 2020 12:29 AM

4

5 TITLE

6 Small/Rural Membership Engagement Grants

7

8 SOURCE

9 Shawn Brehm, WEA Small/Rural Committee

10

11 BACKGROUND12 Many Small/Rural locals lack the release time necessary to carry out the organizing and advocacy that
13 is required.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 1,800 (To be included in existing staffing budget.)

19 Non-Staff: \$ 40,000 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 Provide up to \$40,000 in grants for various local association activities. These activities would include,
29 but not be limited to: local president's meetings, membership engagement activities, council and state
30 trainings and political advocacy. Grants will not exceed \$1,500 per local. It is the hope of the
31 Small/Rural Committee, that the Budget and Finance Committee will consider making these grants a
32 permanent line-item in the annual WEA budget moving forward.

33

34 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
35 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
36 FROM MARGINALIZED COMMUNITIES37 The WEA Small/Rural Committee advocates for the Small/Rural community AS a marginalized
38 community, who often lack the resources more readily available to larger locals. The resources to send
39 an educator from a Small/Rural to any WEA conference, such as the one being proposed, is often cost
40 prohibitive.

41

42 We ask WEA to live up to the intent of CR-C12 which states, "The Association also believes that
43 areas of low population density need additional financial aid in order to offer the variety of desirable
44 programs available in populous areas," and CR-F9 which further states, "The Washington Education
45 Association believes that small local units are an integral part of the Association and may have unique
46 problems," and provide the equity of ensuring the high-quality training and support our Small/Rural
47 educators so desperately need is available to better serve our students and educators from ALL
48 backgrounds regardless of race, ethnicity, national origin, immigration status, dominant language
49 proficiency, age, gender identity, sexual preference, regional location or socio-economic status.**Adopted**

1

2 2020 New BUSINESS ITEM H

3 MARCH 02, 2020 09:59 PM

4

5 TITLE

6 Small/Rural Time Release Grants (Reauthorization)

7

8 SOURCE

9 Shawn Brehm, WEA Small/Rural Committee

10

11 BACKGROUND

12 Many small/rural locals lack the release time necessary to carry out the organizing and advocacy that
13 is
14 required.

15

16 COST IMPLICATIONS

17

18 Cost to WEA:

19

Staff: \$ 1,800 (To be included in existing staffing budget.)

20

Non-Staff: \$ 30,000 (New Cost)

21

Cost to the State: None

22

23 WEA GOALS AND OBJECTIVES

24

25 Improve the quality of and access to public education for all students.

26

27 RECOMMENDATION(S)

28

The WEA will:

29

30 provide up to \$30,000 for Small/Rural Release Time Grants. The Release Time Grants will help
31 provide local leaders the time necessary to organize and advocate for members. A local grant may not
32 exceed \$1,500. It is the hope of the Small/Rural Committee that the WEA Budget and Finance
33 committee will explore adding the cost of these grants to the annual budget moving forward.

33

34 .

35

36 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
37 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
38 FROM MARGINALIZED COMMUNITIES

39

40 The WEA Small/Rural Committee advocates for the small/rural community AS a marginalized
41 community, who often lack the resources more readily available to larger locals. The resources to send
42 an educator from a small/rural to any WEA conference, such as the one being proposed, is often cost
43 prohibitive. We ask WEA to live up to the intent of CR-C12 which states, "The Association also
44 believes that areas of low population density need additional financial aid in order to offer the variety
45 of desirable programs available in populous areas," and CR-F9 which further states, "The Washington
46 Education Association believes that small local units are an integral part of the Association and may
47 have unique problems," and provide the equity of ensuring the high-quality training and support our
48 small/rural educators so desperately need is available to better serve our students and educators from
49 ALL backgrounds regardless of race, ethnicity, national origin, immigration status, dominant language
proficiency, age, gender identity, sexual preference, regional location or socio-economic status.

Adopted

2020 NEW BUSINESS ITEM NO. 01

JANUARY 16, 2020 12:00 PM

TITLE

White Privilege for Educator Conference

SOURCE

Michael Pena, Mukilteo E A

BACKGROUND

This NBI would give training to educators regarding White Supremacy Culture and its effects in education and unionism.

COST IMPLICATIONS

Cost to WEA:

Staff: \$ 22,500 (To be included in existing staffing budget.)

Non-Staff: \$ 23,000 (New Cost)

Cost to the State: None

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

Fund a conference named the "White Privilege for Educator Conference" that would help our White educators understand the idea of White Supremacy and the tenets of its culture. Such a conference would help them explore their privileges as White educators while providing a safe space from experiencing what might be perceived as an attack upon those privileges. Goals of the conference will include (but may not be limited to) exploring the foundation of White Supremacy culture in education and union systems, effects on educators and students from the dismantling of White Supremacy in education and unions, identifying White Fragility, and developing a toolbox from which White educators can pull skills from when facing the guilt, anger, and denial one feels when experiencing White Fragility.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

The conference allows educators to come to terms with how privilege directly contributes to the perpetuation of systemic racism. It will allow educators to reorient their perspectives in order for them to see how their privileges have denied historically marginalized communities from equitable opportunities. It is critical that white educators understand themselves as racialized beings so they can build their capacity to enact anti-racist teaching practices in ways that are effective, meaningful, and engaging to marginalized students.

Adopted

1

2 **2020 NEW BUSINESS ITEM NO. 03**

3 JANUARY 28, 2020 07:58 PM

4

5 **TITLE**

6 Ramadan Article

7

8 **SOURCE**

9 Sobia Sheikh, Mukilteo E A

10

11 **BACKGROUND**

12 This NBI will provide information about Ramadan and provide tools/strategies for educators to help
13 students during the month of Ramadan.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 1,800 (To be included in existing staffing budget.)**

19 **Non-Staff: \$ 1,400 (New Cost)**

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 Feature an article in WEA 2.0 before April 1st, 2021 to highlight what Ramadan is, how educators can
29 support Muslim students during the month of Ramadan, and how educators can increase awareness
30 among other students and the community.

31

32 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
33 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
34 **FROM MARGINALIZED COMMUNITIES**

35 This NBI is intended to be a support for Muslim students and educators in schools. It will provide
36 information that can help create positive and affirming learning conditions for students who recognize
37 Ramadan and build empathy for diverse cultures.

Adopted

1

2 2020 NEW BUSINESS ITEM NO. 04

3 JANUARY 28, 2020 08:18 PM

4

5 TITLE

6 Increasing Knowledge of the Muslim Community

7

8 SOURCE

9 Sobia Sheikh, Mukilteo E A

10

11 BACKGROUND12 This NBI is intended to increase resources for all educators so that they can be inclusive of all their
13 students.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18

Staff: \$ 4,900 (To be included in existing staffing budget.)

19

Non-Staff: \$ 2,900 (New Cost)

20

21 Cost to the State: None

22

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27

28 The WEA will:
29 Work with Council on American–Islamic Relations (CAIR) and community members to publish on
30 the WEA website a variety of resources (books/articles by Muslim authors) about Islam and its
31 history.

32

32 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
33 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
34 FROM MARGINALIZED COMMUNITIES

35

36 This NBI is intended to be a support for educators. It will provide information from diverse
perspectives to foster the engagement of students within their classrooms and communities.**Adopted**

1

2 **2020 New Business Item No. 07**

3 MARCH 01, 2020 06:49 AM

4

5 **TITLE**

6 WEA Election Days!!

7

8 **SOURCE**

9 Becca Ritchie, Kent E A

10

11 **BACKGROUND**

12 WEA will provide National Labor Relation Board compliant electronic voting for those who choose to
13 use it and space in WEA 2.0 to announce elections.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18

Staff: \$ 1,300 (To be included in existing staffing budget.)

19

Non-Staff: \$ 180,000 (New Cost)

20

Cost to the State: None

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Increase WEA members' professional status and job satisfaction.

25

26 **RECOMMENDATION(S)**

27

The WEA will:

28

provide two voting windows (one in the fall, one in the spring to be determined by the elections and
29 nomination committee) that locals/councils can choose to utilize where NLRB compliant electronic
30 voting will be provided by WEA at either no or a very nominal cost.

31

32 provide space in WEA 2.0 for locals who choose to utilize this process to make election
33 announcements in alignment with NLRB rules.

34

35 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
36 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
37 **FROM MARGINALIZED COMMUNITIES**

38

This impacts our union processes by giving a more equitable way of handling voting for members of
39 large and small locals/councils. I do not feel it impacts specifically students, educators or
40 marginalized communities other than it would be a very transparent way of dealing with union voting
41 that would comply with NLRB rules.

Adopted

1

2 2020 NEW BUSINESS ITEM NO. 09

3 MARCH 01, 2020 09:08 PM

4

5 TITLE

6 What good has it all done? Standardized testing must end.

7

8 SOURCE

9 Julianna Dauble, Renton E A

10

11 BACKGROUND12 Standardized testing policies continue to harm the development of the whole child due to racist and
13 developmentally inappropriate tests.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 27,200 ()

19 Non-Staff: \$ 68,900 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Improve the quality of and access to public education for all students.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 convene a special committee regarding the use of existing state tests for federal accountability under
29 the ESSA law. This committee, made of a diverse cross section of educators, will gather information
30 on existing state tests including SBA, WCAS, WAKids, and WELPA to compare and evaluate
31 outcomes for each test in order to identify policy problems and propose alternative assessments for use
32 in the Washington State ESSA plan. A proposed abbreviated policy statement and alternative
33 assessments will be presented to delegates at RA 2021 for input and approval. The WEA BOD will
34 plan for small group breakout sessions at the RA for delegates to brainstorm organizing strategies and
35 tactics for ESSA revision that eliminates or reduces reliance on standardized testing and/or to develop
36 a vision for an education system free from standardized tests.

37

38 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
39 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
40 FROM MARGINALIZED COMMUNITIES41 Standardized tests were developed as part of the eugenics movement. Students of color are
42 disproportionately impacted by education reform policies put in place by the same education
43 'disruptors' who seek to profit from public education through charters and vouchers. The schemes of
44 these nefarious entities rely on standardized testing to silence the voices of marginalized communities
45 through the myriad consequences of being labeled 'failing' according to test scores. The creative
46 capacities of diverse communities are driven out of school curriculum when standardized testing is the
47 stated metric of a school accountability system.

Not Yet Addressed

1

2 **2020 NEW BUSINESS ITEM NO. 10**

3 MARCH 02, 2020 08:54 PM

4

5 **TITLE**

6 Anti-Racist, Culturally Competent Teaching and Diversity Training for ALL WA Educators

7

8 **SOURCE**

9 Jennifer Bradley, Evergreen E A

10

11 **BACKGROUND**

12 Many public school districts in Washington do not require or provide professional development or
13 training regarding institutionalized racism and bias and culturally competent teaching.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 10,900 (To be included in existing staffing budget.)**

19

19 **Non-Staff: None**

20 **Cost to the State: \$ 56,000,000**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Improve the quality of and access to public education for all students.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 WEA will work with the state legislature to pass legislation that requires public school districts to
29 provide mandatory annual professional development for diversity training that includes but is not
30 limited to:

31 1. Current and historic racial and cultural bias in education and society at large and its impacts on
32 students and communities.

33 2. Resources and methods for culturally competent, anti-racisit, anti-bias teaching.

34

35 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
36 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
37 **FROM MARGINALIZED COMMUNITIES**

38 This suggested policy works towards mitigating or eliminating the effects of institutionalized racism in
39 schools and society at large, including the opportunity gap, by ensuring public school educators
40 receive diversity training that addresses bias, racism, and culturally competent anti-racist teaching.

Adopted

1

2 **2020 NEW BUSINESS ITEM NO. 11**

3 MARCH 02, 2020 09:08 PM

4

5 **TITLE**

6 Bargaining for Common Good Language

7

8 **SOURCE**

9 Sobia Sheikh, Mukilteo E A

10

11 **BACKGROUND**

12 This NBI will develop bargaining language for the common good to assist locals in considering how
13 community needs can be met in school settings.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 15,100 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 Craft example language to assist locals in efforts to consider bargaining for the common good in order
29 to obtain a fair and equitable contract that benefits the wider community.

30

31 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
32 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
33 **FROM MARGINALIZED COMMUNITIES**

34 Developing language which allows locals to bargain for the common good brings unions and
35 communities together around common interests and issues that affect the wider community. By
36 aligning our interests in education with the needs of our marginalized and/or oppressed students and
37 communities, we can foster partnerships that build equitable schools.

Adopted

1

2 2020 New Business Item No. 12

3 MARCH 02, 2020 09:13 PM

4

5 TITLE

6 Staff Funding that Addresses and Seeks to Mitigate the Effects of Poverty in Schools

7

8 SOURCE

9 Jennifer Bradley, Evergreen E A

10

11 BACKGROUND12 Research increasingly shows students from high-poverty backgrounds generally have more significant
13 physical, emotional, psycho-social and educational needs affecting many aspects of their lives and
14 learning.

15

16 COST IMPLICATIONS

17

18 Cost to WEA:

19 Staff: \$ 16,300 (To be included in existing staffing budget.)

20 Non-Staff: None

21 Cost to the State: \$ 350,000,000 (New Cost)

22

23 WEA GOALS AND OBJECTIVES

24

25 Improve the quality of and access to public education for all students.

26

27 RECOMMENDATION(S)

28 The WEA will:

29 Lobby the state legislature to provide additional personnel funding to reduce student to teacher ratios,
30 counselor and school psychologist case loads, and lower class caps for Title I schools.

31

32 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
33 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
34 FROM MARGINALIZED COMMUNITIES35 This suggested policy seeks to eliminate or mitigate the effects of poverty in schools by taking the
36 extensive effects of poverty into account when funding and staffing Title I schools. It will ensure
37 lower student-to-teacher ratios so that educators are able to meet the higher needs of students impacted
38 by poverty.**Adopted**

1

2 **2020 New Business Item No. 13**

3 MARCH 04, 2020 08:17 PM

4

5 **TITLE**

6 Bargaining a Better SEBB for Members

7

8 **SOURCE**

9 Theresa Turner and Wendy Sarino, Kent E A

10

11 **BACKGROUND**

12 Many parts of the SEBB need to be improved for our members.

13

14 **COST IMPLICATIONS**

15

16 **Cost to WEA:**

17 **Staff: \$ 20,400 (To be included in existing staffing budget.)**

18

19 **Non-Staff: None**

20

21 **Cost to the State: None**

22

23 **WEA GOALS AND OBJECTIVES**

24

25 Increase WEA members' professional status and job satisfaction.

26

27 **RECOMMENDATION(S)**

28 The WEA will:

29 work with our labor consortium partners to:

30 1. Enable members to enroll in secondary insurance coverage (either from a second job or through a

31 School Employee's benefits)

32 2. Allow FSA roll over of \$500 in alignment with Federal guidelines

33 3. Provide an appeal process for items or services members are denied under the SEBB Plan

34 4. Advocate for more positions on the SEBB board

35 5. Bargain more robust dental benefits.

36

37 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**

38 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**

39 **FROM MARGINALIZED COMMUNITIES**

40 This will impact our members with improved benefits. It is not designed to specifically impact

students and people from marginalized communities. It is meant to impact all of the members of

WEA.

Adopted

1

2 2020 New Business Item No. 14

3 MARCH 12, 2020 02:34 PM

4

5 TITLE

6 NBI Spreadsheet/Database

7

8 SOURCE

9 Brian Crowley, Clover Park E A

10

11 BACKGROUND12 Currently there is no database/spreadsheet for delegates to track the status of NBI's, New Resolutions,
13 or other business debated at the Representative Assembly.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 1,000 (To be included in existing staffing budget.)

19

Non-Staff: None

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Increase WEA members' professional status and job satisfaction.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 develop a database/spreadsheet so delegates can track the status of NBI's, New Resolutions, and other
29 business affairs debated at the Representative Assembly.

30

31 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
32 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
33 FROM MARGINALIZED COMMUNITIES34 To be successful, you must create an environment with open communication and trust. Open lines of
35 communication allows students and educators, including and especially those from marginalized
36 communities, to be more engaged and understand that what they do matters in the success of the
37 organization.

Not Yet Addressed

1

2 **2020 NEW BUSINESS ITEM NO. 15**

3 APRIL 03, 2020 10:34 AM

4

5 **TITLE**

6 Aspiring Educator Conference (AEC) for Student Washington Education Association (SWEA)
7 Members

8

9 **SOURCE**

10 Brandy Alley, Student Washington Education Assoc.

11

12 **BACKGROUND**

13 The NEA Aspiring Educator Conference provides aspiring educators with professional development
14 trainings, networking opportunities, and increases Washington's presence at the national level.

15

16 **COST IMPLICATIONS**

17

18 **Cost to WEA:**

19 Staff: \$ 700 (To be included in existing staffing budget.)

20 Non-Staff: \$ 16,600 (New Cost)

21 **Cost to the State: None**

22

23 **WEA GOALS AND OBJECTIVES**

24

25 Forge partnerships with parents, business, other unions, and community groups.

26

27 **RECOMMENDATION(S)**

28 The WEA will:

29 WEA will provide a grant for up to ten SWEA members to attend the NEA AEC (Aspiring Educator
30 Conference).

31

32 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
33 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
34 **FROM MARGINALIZED COMMUNITIES**

35 This grant supports people from marginalized communities by giving financial support to make this
36 opportunity possible. SWEA members from any of the mentioned examples below will have the
37 opportunity to connect with peers across the country.

Adopted

1

2 **2020 New BUSINESS ITEM No. 16**

3 APRIL 08, 2020 12:00 AM

4

5 **TITLE**

6 Cancel Standardized Testing for 2021 School Year

7

8 **SOURCE**

9 Adam Aguilera, Evergreen E A

10

11 **BACKGROUND**

12 In 2020, Washington State cancelled standardized testing due to the ongoing COVID-19 pandemic.

13 Scientific experts predict a vaccine will not be available until 2021.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 28,200 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Improve the quality of and access to public education for all students.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 1. Organize members and stakeholders to publicly call for the cancellation of standardized testing for
29 2021 due to the fact that schools will likely continue to be closed until a vaccine is developed and it
30 would be nonsensical to test students in the aftermath of such conditions.

31 2. Lobby the State of Washington to cancel standardized testing and request waivers from the federal
32 government.

33

34 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
35 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
36 **FROM MARGINALIZED COMMUNITIES**

37 Standardized testing has long disenfranchised students from marginalized communities. Removing the
38 standardized testing period for 2021 will add instructional time for marginalized students that were
39 disproportionately affected by the school closures.

Adopted

1

2 2020 New Business Item No. 17

3 APRIL 08, 2020 12:08 AM

4

5 TITLE

6 Washington State Broadband Public Utility

7

8 SOURCE

9 Adam Aguilera, Evergreen E A

10

11 BACKGROUND12 Washington State's "Digital Divide" has hampered school districts' ability to provide students
13 technological access to distance learning during the COVID-19 pandemic.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 58,800 (To be included in existing staffing budget.)

19 Non-Staff: \$ 315,000 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Partner with community allies and stakeholders to create a public campaign for broadband Internet
29 to be designated a public utility in Washington State.30 2. Lobby the Washington State Legislature to pass legislation to regulate internet access as a public
31 utility.

32

33 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
34 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
35 FROM MARGINALIZED COMMUNITIES36 The "Digital Divide" affects people from marginalized communities the most where affordability and
37 access is oftentimes out of reach for many families.**Adopted**

1

2 2020 New BUSINESS ITEM No. 18

3 APRIL 08, 2020 12:16 AM

4

5 TITLE

6 No Public Education Cuts

7

8 SOURCE

9 Adam Aguilera, Evergreen E A

10

11 BACKGROUND12 After the 2020 legislative session, Governor Inslee vetoed several funding bills for schools in response
13 to the COVID-19 pandemic.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 300,000 (To be included in existing staffing budget.)

19 Non-Staff: \$ 250,000 (New Cost)

20 Cost to the State: \$ 7,000,000,000 (New Cost)

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Partner with all community allies and recruit stakeholders to create a public campaign to reject cuts
29 to public education and demand new revenue from Washington State.30 2. Lobby the legislature to pass progressive tax reform that lowers the tax burden on most
31 Washingtonians and requires wealthy individuals and corporations to pay their fair share.

32 3. Lobby against any bills that cut public education funding.

33 4. Lobby to restore the funding to the vetoed bills from the 2020 legislative session.

34

35 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
36 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
37 FROM MARGINALIZED COMMUNITIES38 Cuts from the Great Recession reduced public education funding that disproportionately affected
39 students from marginalized communities and was never restored. Cutting public education funding to
40 protect the wealth of a few exasperates income inequality in Washington State for all families.**Adopted**

2020 NEW BUSINESS ITEM NO. 19

APRIL 15, 2020 04:46 PM

TITLE

Responsible Investing and Banking for WEA, UniServs, and Locals

SOURCE

Don Burrell, Bellevue E A

BACKGROUND

The primary concern of big banks is profit. The main focus of nonprofit banks is investing in people and communities.

COST IMPLICATIONS**Cost to WEA:**

Staff: \$ 45,800 (To be included in existing staffing budget.)

Non-Staff: \$ 9,100 (To be included in existing staffing budget.)

Cost to the State: None

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

1. Move WEA finances to nonprofit banking solutions, such as a credit union, where possible.

2. Consider the social impact of current and future long-term investments. This may include divesting WEA of investments in organizations or companies that are actively anti-union, discriminate against any marginalized community, support privatization of public resources and public education, engage in environmentally harmful practices, or have taken other positions against the goals and continuing resolutions of WEA.

3. Work with the WEA Board, or designated committee, to review current banking practices quarterly and direct that changes be made to investments that do not support WEA's goals and continuing resolutions.

4. Craft a set of guidelines for UniServ Councils and local associations on best practices for moving union funds to nonprofit banking solutions. The guidelines should consider both rural and urban locals and UniServs and provide options for those that may not have many banking choices. These guidelines can be shared via secure electronic communication with UniServ and local presidents and treasurers.

5. Help UniServs and locals with their investments. WEA can share investment choices with UniServ and local treasurers via secure electronic communication.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

For-profit banking has notoriously preyed upon marginalized communities. Big banks invest in private prisons, fossil fuels, and other industries that disproportionately harm people of color and other



TAB NO. 4

53 marginalized communities. As a union, divesting from the for-profit banks and considering our own
54 investments removes funds from those that seek to harm our students and our colleagues in the interest
55 of profit.

Adopted

1

2 **2020 NEW BUSINESS ITEM NO. 21**

3 APRIL 16, 2020 03:13 PM

4

5 **TITLE**

6 All School Meals Free of Charge

7

8 **SOURCE**

9 Michael Peña, Mukilteo E A

10

11 **BACKGROUND**

12 Full state funding for the cost of school meals would have a positive impact on equity for all students
13 in Washington state.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 10,200 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: \$ 150,000,000**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Improve the quality of and access to public education for all students.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 lobby the legislature to make all meals free for K-12 students.

29

30 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
31 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
32 **FROM MARGINALIZED COMMUNITIES**

33 Free meals at schools nullifies any access to meals in school based on any demographic. As free and
34 reduced lunches are based on income and poverty levels reflect inequities that are based on factors
35 such as race and citizenship, full funding of meals would have a massive positive impact on our
36 students of marginalized and oppressed communities.

Adopted

1

2 2020 NEW BUSINESS ITEM NO. 23

3 APRIL 16, 2020 04:59 PM

4

5 TITLE

6 Mandatory Training for UniServ Council Presidents

7

8 SOURCE

9 Kris Cameron, Wenatchee E A

10

11 BACKGROUND

12 Currently WEA offers voluntary training for local presidents but not for UniServ Council presidents.

13 Council presidents oversee larger budgets, more members, and supervise paid staff.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 7,600 (To be included in existing staffing budget.)

19

Non-Staff: None

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 provide mandatory training for all UniServ Council presidents. Training topics will include union
29 values and history, budgeting, communication, organizing, conflict resolution, democratic decision-
30 making structures, staff supervision, and clarification of governance vs. staff roles and responsibilities.

31

32 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
33 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
34 FROM MARGINALIZED COMMUNITIES35 Well-trained UniServ Council presidents have a greater likelihood of creating structures and
36 opportunities for all members, not just a chosen few, to participate in decision making and meaningful
37 union work. Well-trained council presidents have a greater likelihood of empowering members and
38 locals to create significant and lasting partnerships with organizations in their communities that serve
39 marginalized members, to individually empower our members from marginalized groups, and to
40 strengthen our organization's voice in our school districts on behalf of marginalized students. Well-
41 trained council presidents are less likely to marginalize members of their own organization.

Not Yet Addressed

1

2 2020 NEW BUSINESS ITEM NO. 24

3 APRIL 16, 2020 06:56 PM

4

5 TITLE

6 Library Books That Truly Represent Our Students

7

8 SOURCE

9 Patty Cone, Wenatchee E A

10

11 BACKGROUND12 In 2019, NBI 23 called for multicultural book information to reflect our diverse student population but
13 provided no dedicated funding source for these multicultural books.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 11,600 (To be included in existing staffing budget.)

19

Non-Staff: None

20 Cost to the State: \$ 5,000,000 (New Cost)

21

22 WEA GOALS AND OBJECTIVES

23

24 Improve the quality of and access to public education for all students.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Advocate at the legislative level for dedicated funding to enable school librarians to purchase titles
29 identified as a result of NBI 23.

30 2. Provide model bargaining language to enable locals to secure funding for multicultural books.

31

32 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
33 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
34 FROM MARGINALIZED COMMUNITIES35 Students and staff from marginalized communities need to know that they are valued and respected
36 members of their school community. Students need to be able to see themselves reflected in the
37 literature that they find in their school libraries. The presence of these books in our school libraries
38 will help us achieve this goal. A dedicated funding source would enable the purchase of these
39 materials without compromising other library budget needs.

Not Yet Addressed

1

2 **2020 NEW BUSINESS ITEM NO. 25**

3 APRIL 16, 2020 07:14 PM

4

5 **TITLE**

6 Implementation of a State Income Tax

7

8 **SOURCE**

9 Eric Pickens, Wea Olympic

10

11 **BACKGROUND**

12 Fully funding education is a problem due to the state's regressive tax system. Washington will now
13 face dramatic drops in revenue because of the pandemic.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 61,900 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 1. lobby for a constitutional amendment to allow for the implementation of a state income tax and/or
29 other progressive tax sources.

30

31 2. Collaborate with other educational associations and organizations who are willing to join in this
32 effort.

33

34 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
35 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
36 **FROM MARGINALIZED COMMUNITIES**

37 Sales tax disproportionately impacts low-income taxpayers, and over-reliance on property taxes
38 reinforces socio-economic inequities statewide. Progressive tax structures reduce the tax burdens on
39 people who can least afford to pay them.

Adopted

1

2 2020 NEW BUSINESS ITEM NO. 26

3 APRIL 16, 2020 07:36 PM

4

5 TITLE

6 1st-Year-Teacher Grants for Culturally Responsive Classrooms .

7

8 SOURCE

9 Da Sol Lim, Highline E A

10

11 BACKGROUND12 Not all first-year teachers have access to one major component of a successful classroom; books and
13 lessons that reflect students' diverse cultures and identities.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 14,700 (To be included in existing staffing budget.)

19 Non-Staff: \$ 20,000 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Improve the quality of and access to public education for all students.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Make 100 grants of \$100 each available to first-year teachers for purchasing culturally relevant
29 materials for their classrooms.

30 2. Contact first-year teachers with information about applying for the grants.

31 3. Provide these teachers with resources for culturally relevant materials such as book lists and
32 lessons.33 4. Provide these teachers with a list of WEA members who can support them in leading culturally
34 responsive classrooms.

35

36 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
37 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
38 FROM MARGINALIZED COMMUNITIES39 This NBI will impact new teachers who need funding and support as they start their careers. Culturally
40 relevant classroom recommendations and resources will reflect the increasing diversity of the students
41 in our communities. This will improve the retention and success of early educators.

Not Yet Addressed

2020 NEW BUSINESS ITEM NO. 27

APRIL 16, 2020 07:55 PM

TITLE

Equity in Retirement Benefits for Employees Taking Approved Unpaid Sick and/or Injury Leave

SOURCE

Filma Fontanilla, Clover Park E A

BACKGROUND

Employees taking approved, unpaid leave, for medical/injuries, do not earn retirement service credit while on unpaid status resulting in immediate and long term financial hardship.

COST IMPLICATIONS

Cost to WEA:

Staff: \$ 10,900 (To be included in existing staffing budget.)

Non-Staff: None

Cost to the State: None

WEA GOALS AND OBJECTIVES

Increase WEA members' professional status and job satisfaction.

RECOMMENDATION(S)

The WEA will:

lobby for a change in state law that provides employees who take approved unpaid leave due to medical and or on-the-job injury with retirement service credit for up to 2 years, where the employer would pay the employee share if the employee works in a retirement eligible position for a minimum of 2 years after returning from leave. Employees not working 2 years or more after returning from leave would be required to pay the employer share consistent with current law.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

Early career educators, educators of color, educators from marginalized groups, and/or disabled educators already face a lot of hardships. When those hardships are exacerbated by needing to take time off in excess of earned leave, then the approved and unpaid leave of absence creates another barrier for the member. One of the ways the leave makes an adverse impact, is immediate loss of pay and over the long term not moving up the years of service ladder which then impacts their retirement. Thus the member also feels the impact at the end of their career. This impact is long lasting for the member.

Educators have been fighting for better pay for as long as I can remember - for example, the first strike I remember was the Seattle Public Schools strike when I was in elementary school. This NBI continues that mission to improve working and pay conditions.

Not Yet Addressed

1

2 2020 NEW BUSINESS ITEM NO. 28

3 APRIL 16, 2020 07:58 PM

4

5 TITLE

6 Authors of Color Quarterly Book List

7

8 SOURCE

9 Juan Cordova, Highline E A

10

11 BACKGROUND12 School programs lack culturally responsive books for Students of Color that promote ethnic studies
13 and personal identity development for Students of Color and their communities.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 19,400 (To be included in existing staffing budget.)

19

20 Non-Staff: None

21

22 Cost to the State: None

23

24 Improve the quality of and access to public education for all students.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 1. Publish via email and print quarterly a list of books by Authors of Color for educators to provide
29 students with books that reflect their backgrounds and cultures.30 2. Research and list at least 20 diverse books for K-12 written by Authors of Color. The list should
31 include books that portray underrepresented and marginalized voices.

32 3. Post this list on the WEA website year-round for continued member access.

33

34 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
35 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
36 FROM MARGINALIZED COMMUNITIES

37 This will positively impact the knowledge of educators about their students' diverse communities.

38 Students of Color will be able to learn from books that show stories and characters that represent them

39 authentically. It will further enrich classes, schools, and home communities. This will create a bridge

40 that reflects the students' homes in their classrooms.

Not Yet Addressed

1

2 2020 New BUSINESS ITEM No. 29

3 APRIL 16, 2020 08:08 PM

4

5 TITLE

6 Anti-Racism Trainers

7

8 SOURCE

9 isaura jimenez, Highline E A

10

11 BACKGROUND12 Bias and racist climates still exist in our schools, necessitating efforts to combat the culture of white
13 supremacy.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18 Staff: \$ 9,900 (To be included in existing staffing budget.)

19 Non-Staff: \$ 44,800 (New Cost)

20 Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 RECOMMENDATION(S)

27 The WEA will:

28 fund instructor training, through NEA or in partnership with POC-led organizations, that would
29 qualify 40 WEA members as trainers for eliminating racist practices and white supremacy culture. The
30 WEA instructors would help other educators and locals by providing spaces to address bias and help
31 create anti-racist school climates for both students, families, and staff.

32

33 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
34 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
35 FROM MARGINALIZED COMMUNITIES36 The proposed action supports and impacts students, families, and staff from marginalized communities
37 by creating spaces to unpack white-supremacy culture and actively teach methods for undoing and
38 combatting racism in schools. Through these trainings WEA will support people in creating and
39 maintaining anti-racist schools that will be able to better serve the community.

Not Yet Addressed

1

2 **2020 NEW BUSINESS ITEM NO. 30**

3 APRIL 16, 2020 08:09 PM

4

5 **TITLE**

6 Decrease Provisional Periods

7

8 **SOURCE**

9 Michael Cook, Edmonds E A

10

11 **BACKGROUND**

12 WEA will lobby to decrease the probation periods (provisional contracts) that new teachers have to
13 deal with before they are given permanent contracts.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 10,200 (To be included in existing staffing budget.)**

19

Non-Staff: None

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 Lobby the state legislature to decrease the 3 year provisional contract to a 1 year provisional contract.

29

30 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
31 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
32 **FROM MARGINALIZED COMMUNITIES**

33 Being a new teacher is stressful in and of itself, this will decrease educators being evaluated out and
34 losing their jobs for often unclear reasons. Having a documented process will bring educators into a
35 more professional light. Giving educators from all backgrounds, ethnicity, gender, religion, age, etc
36 an even playing field when new to the profession.

Not Yet Addressed

1

2 **2020 NEW BUSINESS ITEM NO. 31**

3 APRIL 16, 2020 08:38 PM

4

5 **TITLE**

6 Education on Tax Reform

7

8 **SOURCE**

9 Eric Pickens, Wea Olympic

10

11 **BACKGROUND**

12 Fully funding education continues to be problematic due to our state having a regressive tax system.

13

14 **COST IMPLICATIONS**

15

16 **Cost to WEA:**

17 **Staff: \$ 17,900 (To be included in existing staffing budget.)**

18

19 **Non-Staff: None**

20

21 **Cost to the State: None**

22

23 **WEA GOALS AND OBJECTIVES**

24

25 Improve the quality of and access to public education for all students.

26

27 **RECOMMENDATION(S)**

28 The WEA will:

29

30 Through existing media and communication channels:

31

32 1. Inform and educate members on the benefits of tax reform and revenue retention that is consistent

33

34 with our Continuing Resolution C-15.

35

36 2. Inform and educate members on why regressive tax structures are not an effective way to fund

37

38 education.

39

40 3. Inform and educate members on how an over-reliance on property taxes to fund education

reinforces socio-economic inequities statewide.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE

SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE

FROM MARGINALIZED COMMUNITIES

Sales tax disproportionately impacts low-income taxpayers and over-reliance on property taxes

reinforces socio-economic inequities statewide. Progressive tax structures reduce the tax burdens on

people who can least afford to pay them.

Adopted

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2 **2020 NEW BUSINESS ITEM NO. 32**

3 APRIL 16, 2020 08:54 PM

4

5 **TITLE**

6 Funds for Creating a Dream Center in schools

7

8 **SOURCE**

9 MIGUEL SALDANA, Pasco Assn Of Educators

10

11 **BACKGROUND**

12 Schools lack spaces for students who are emotionally stressed. Dream Centers provide that social
13 emotional support for secondary students in need and reduces classroom issues.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18 **Staff: \$ 2,700 (To be included in existing staffing budget.)**

19 **Non-Staff: \$ 53,800 (New Cost)**

20 **Cost to the State: None**

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27 The WEA will:

28 1. allocate up to \$50,000.00 for 10 grants of up to \$5,000 each for WEA members of locals who teach
29 or work in high schools or middle schools (one grant per local).

30 2. use the funds to collaborate with students, educators, school administrators, community members,
31 parents, and former students to create a Dream Center. A Dream Center is a place in school (such as a
32 classroom) for all students to go when they are stressed, need someone to talk to, need a space to do
33 homework, and/or relax.

34 3. through an existing committee set criteria for selection of the locals who will receive the grants.

35

36 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
37 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
38 **FROM MARGINALIZED COMMUNITIES**

39 The Dream Center will be open to all students. The main purpose of the dream center is to serve
40 students who have traditionally and historically been under-represented, immigrants, low SES, asylum
41 seekers, LGBTQ+, ELD, ethnic minority (students of color), and students with limited resources,
42 different abilities, learning styles, etc regardless of the race, ethnicity, religion, gender, class, sexuality,
43 gender identity, immigrant status, age, language, ability, and culture.

Adopted

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2 **2020 NEW BUSINESS ITEM NO. 33**

3 APRIL 16, 2020 08:58 PM

4

5 **TITLE**

6 WEA Combats Hate Against Undocumented Immigrants

7

8 **SOURCE**

9 Angelie Seng, Mukilteo E A

10

11 **BACKGROUND**

12 To combat a climate of hate that vilifies undocumented immigrants, WEA will provide humanizing
13 statements in support of targeted communities.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

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Staff: \$ 5,800 (To be included in existing staffing budget.)

19

Non-Staff: None

20

Cost to the State: None

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27

The WEA will:

28

1. create a quarterly campaign (Sept, Dec, Feb, May) that sends print and email communication with
29 messages that support our immigrant and undocumented students, families, and colleagues.

30

2. The campaign should have a message that makes a strong and clear statement in support of our
31 immigrant communities.

32

3. Here is a recommended list of statements:

33

Immigrants and refugees are welcome here

34

Undocumented people build our community

35

Undocumented educators teach here

36

Undocumented students learn like everybody else

37

We ALL support our undocumented and immigrant communities

38

39 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**

40

SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE

41

FROM MARGINALIZED COMMUNITIES

42

These statements will humanize our community by making sure documentation and immigration

43

identity are seen as enriching and not a deficit. These messages will provide positive support without

44

risking undocumented individuals "outing" themselves.

Not Yet Addressed

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2 2020 NEW BUSINESS ITEM NO. 34

3 APRIL 16, 2020 09:07 PM

4

5 TITLE

6 Mental Health Benefits Fair

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8 SOURCE

9 Rupika Madhavan, Highline E A

10

11 BACKGROUND

12 Many districts provide educators with a benefits fair but not a mental health benefits fair.

13

14 COST IMPLICATIONS

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16 Cost to WEA:

17 Staff: \$ 23,700 (To be included in existing staffing budget.)

18 Non-Staff: \$ 11,400 (New Cost)

19 Cost to the State: None

20

21 WEA GOALS AND OBJECTIVES

22

23 Increase WEA members' professional status and job satisfaction.

24

25 RECOMMENDATION(S)

26 The WEA will:

27 1. Develop a mental health benefits fair webinar and digital communications through existing means
28 on mental health benefits for identity-based communities (educators of color, educators in the
29 LGBTQ+ community, etc.) as well as a general mental health benefits fair webinar for all educators.

30

31 2. Provide information about mental health insurance benefits.

32

33 3. Show how to navigate the mental health care system, find appropriate providers, and what questions
34 to ask providers to determine if they are a good fit.

35

36 4. Provide information on how to advocate for yourself and holistic approaches to self-care (yoga,
37 massage therapists, etc.).

38

39 TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
40 SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
41 FROM MARGINALIZED COMMUNITIES42 Educators of color and educators in the LGBTQ+ community have a harder time navigating the mental
43 health care system and finding providers who understand systems of oppression. Holding a separate
44 mental health benefits fair for educators of color and educators in the LGBTQ+ community will give
45 us tools specially designed for us to navigate the system. In the resource fair for educators of color,
46 participants will get support finding providers of color; in the resource fair for educators in the
47 LGBTQ+ community, participants will get support finding providers who support or identify as
48 members of the LGBTQ+ community. WEA could reach out to and find organizations that support
49 BIPOC and folks in the LGBTQ+ community, like ACRS, Washington Counselors of Color Network,
50 Multicultural Counselors, NQTTCN, etc., to see if they would be interested in participating or
51 collaborating.**Not Yet Addressed**

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2 2020 NEW BUSINESS ITEM NO. 35

3 APRIL 16, 2020 09:14 PM

4

5 TITLE

6 Quarterly NBI Reports

7

8 SOURCE

9 Rupika Madhavan, Highline E A

10

11 BACKGROUND12 NBIs are passed in large volumes each year, but there is no mechanism to track the progress on NBIs
13 after they are adopted.

14

15 COST IMPLICATIONS

16

17 Cost to WEA:

18

Staff: \$ 1,700 (To be included in existing staffing budget.)

19

Non-Staff: None

20

Cost to the State: None

21

22 WEA GOALS AND OBJECTIVES

23

24 Increase WEA members' professional status and job satisfaction.

25

26 RECOMMENDATION(S)

27 The WEA will:

28

send quarterly emails to all WEA members with the subject line, "2020 WEA RA NBI Progress

29

Report", with a link to a living document of updates on the progress of NBIs that were adopted. This

30

document will indicate:

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**TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE
SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE
FROM MARGINALIZED COMMUNITIES**

Members who don't serve in leadership roles within WEA are unaware of the progress of adopted

NBIs between RA meetings. This makes it hard to know if the ideas presented are put into action.

Transparency around the progress of NBIs will make it easier for members to know what work WEA

has accomplished on the NBIs that were adopted, especially NBIs that are intended to support

students, educators, and people from marginalized communities. This could also have the effect of

getting WEA members from marginalized communities more involved in the union, as it would

provide greater access to NBIs.

Not Yet Addressed

2020 New Business Item No. 36

APRIL 16, 2020 09:21 PM

TITLE

East Side Human and Civil Rights, Social Justice, and Equity Conference

SOURCE

MIGUEL SALDANA, Pasco Assn Of Educators

BACKGROUND

Members on the east side of the state do not have equitable professional and leadership development opportunities as the west side of the state.

COST IMPLICATIONS

Cost to WEA:

Staff: \$ 56,100 (To be included in existing staffing budget.)

Non-Staff: \$ 86,300 (New Cost)

Cost to the State: None

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

1. allocate up to \$20,000.00 (two grants of up to \$10,000 each) for councils on the east side of the state to organize a Human and Civil Rights, Social Justice, and Equity Conference.
2. will work together with councils and local leaders to support the organizing of these three part conferences to increase awareness of how systems of oppression impact members and students, as well as the structure of our union.
3. support educators and students at the conferences to identify, reject, and address structural barriers affecting diverse and different groups.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

This conference will invite and engage WEA members who are traditionally reluctant to participate in discussions of systems of oppression. The intent of the conference is to open this conference for all members and have diverse topics that meet the level of preparedness of members with respect to issues impacting students and educators of color and marginalized groups and communities, as not all WEA members on the east side of the state are ready to engage in a discussion of white privilege, implicit bias, institutional racism, etc.

Adopted

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2 **2020 NEW BUSINESS ITEM NO. 37**

3 APRIL 16, 2020 09:39 PM

4

5 **TITLE**

6 Creating Dream Centers in Schools

7

8 **SOURCE**

9 MIGUEL SALDANA, Pasco Assn Of Educators

10

11 **BACKGROUND**

12 Current school-based dream centers in the US, especially in California, have been credited with
13 helping students academically and emotionally.

14

15 **COST IMPLICATIONS**

16

17 **Cost to WEA:**

18

Staff: \$ 8,600 (To be included in existing staffing budget.)

19

Non-Staff: None

20

Cost to the State: None

21

22 **WEA GOALS AND OBJECTIVES**

23

24 Forge partnerships with parents, business, other unions, and community groups.

25

26 **RECOMMENDATION(S)**

27

The WEA will:

28

29 1. Use the current resources available to gather information about creating a dream center and
30 disseminate it via existing WEA communication channels such as the WEA website, email, WEA 2.0
31 publication, and conferences.

32

33 2. Share information with members about how a dream center functions and its role in initiating
34 collaboration with students, other educators, and community leaders to create a safe space for
35 marginalized groups.

36

37 **TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE**
38 **SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE**
39 **FROM MARGINALIZED COMMUNITIES**

40

41 The information about creating a dream center and how it can impact and positively influence all
42 students, especially academically and emotionally, is extremely important for so many students who
43 are dealing with emotional distress. Dream centers have been successful in helping marginalized
44 students, teachers, and Communities of Color and low socio-economic status cope with their psycho-
45 social and emotional needs.

Adopted

2020 NEW BUSINESS ITEM NO. 38

APRIL 17, 2020 11:06 AM

TITLE

Experience STILL Counts!

SOURCE

Jennifer Hall, Seattle E A

BACKGROUND

Age discrimination (harassment-style administration, push-outs, marginalization of protected-age category members) exists in public education and can be exacerbated by the Covid-19 crisis.

COST IMPLICATIONS

Cost to WEA:

Staff: \$ 7,200 (To be included in existing staffing budget.)

Non-Staff: \$ 7,500

Cost to the State: None

WEA GOALS AND OBJECTIVES

Forge partnerships with parents, business, other unions, and community groups.

RECOMMENDATION(S)

The WEA will:

1. Advise locals to be protective of existing seniority protections in collective bargaining agreements, reminding governance that age discrimination laws were passed to protect workers in the protected-age category (40 and up) from capricious layoffs and dismissals, and that seniority rights were hard-won by union workers including education employees.
2. Vet and recommend accessible professional development geared to helping older and less tech-savvy educators transfer their expertise to on-line teaching and learning when unprecedented disasters call for such transference.
3. Advocate against punitive evaluations being levied against members in the protected-age category that cite low-tech acumen as a reason for a "Basic" rating.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

Countless education employees in the protected-age category are highly skilled presenters and communicators; great at boots-on-the-ground networking to support students furthest from educational justice. Experience STILL counts. It helps us to hone our craft, to increase our confidence and competence, and to become better at our jobs. It also helps us to develop stamina, and to be strong supports for students and colleagues in difficult situations. Teaching is a majority female profession. Most teachers are age 40 and up. According to the Center for Education Statistics, the average age of a teacher in Washington State is 45.1, and 72% of all Washington teachers are female. It behooves the union to support its members, and to keep in mind that most of its members are in the protected-age category. Fighting for equity for ALL of our members means fighting against gender bias and age discrimination, both tacit and blatant, that occurs when older education employees are targeted for dismissal, and when school districts seek to remove seniority rights from CBAs. Education employees are not alone in experiencing age discrimination. This is something about which we should seek to

53 unite with other labor unions, particularly given the threat of Covid-19 against older people. The
54 White House Covid-19 Task Force estimated that up to 25% of Americans aged 45 and up may have
55 to be hospitalized at some point in the next several months for the treatment of Corona Virus
56 symptoms. This could conceivably lead to school administrations and businesses seeking to hire
57 younger people. The fact that older people are more vulnerable to this novel virus should not lead to
58 non-consideration for open positions or forced retirements and dismissals.

Not Yet Addressed

2020 AMENDMENT TO CONTINUING RESOLUTION CR A-7
(MARCH 1, 2020, 10:03 P.M.)

TITLE

Standardized Tests and Diverse Learning Needs

SOURCE

Becca Ritchie, Kent EA

INTENT

Standardized testing has not supported the developmental needs of many students. Classroom educators and parents/guardians know their students' needs best.

PROPOSED RECOMMENDATION(S)

CR A-7 STANDARDIZED TESTS (RA-85, 02, 21)

The Washington Education Association believes the goal of academic student assessment should be to improve instruction and that is attained when educators are free from standardized-testing mandates that undermine the student-teacher relationship and instead, are empowered to use assessments that support the specific, diverse learning needs of students.

Therefore, the Washington Education Association also 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.~~ Parents and guardians are given ample notification of their protected right to refuse specific standardized tests and directions for how to exercise that right before a test is administered.

To the best of your knowledge/understanding, how does the suggested policy support and impact students, educators, and people from marginalized communities. (ex., race, ethnicity, religion, gender, class, sexuality, gender identity, immigrant status, age, language, ability, culture) Parents have the right to refuse testing for their child but do not know it. Marginalized communities are especially harmed by standardized testing replacing culturally relevant teaching and learning.

2020 AMENDMENT TO CONTINUING RESOLUTION CR E-12
(APRIL 16, 2020, 2:38 P.M.)

TITLE

Shortage of Substitute Educators

SOURCE

Peter Henry, Seattle EA

INTENT

Encouraging local and WEA membership for substitute educators will help bargain for better working conditions, which will alleviate the substitute shortage.

PROPOSED RECOMMENDATION(S)

CR E-12 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; and
5. health insurance benefits should be available to all substitutes who work the minimum required number of hours substituting in one or more districts.

The Association also believes that when a substitute cannot be found to fill a position, the education for students is diminished greatly and the workloads are greatly increased for the absent educators and their colleagues.

The Association further believes substitute shortages must be addressed at all levels of the education system.

The Association also believes local associations that don't currently allow substitute membership should be provided the support needed to add substitute members to their ranks so bargaining provisions can improve substitute working conditions.

The Association further believes another way to address the shortage of substitutes is to increase the number of permanent substitutes assigned to a building as an additional FTE with full employment benefits when feasible.

To the best of your knowledge/understanding, how does the suggested policy support and impact students, educators, and people from marginalized communities. (ex., race, ethnicity, religion, gender, class, sexuality, gender identity, immigrant status, age, language, ability, culture)

Of all educators, substitutes are typically paid the worst, receive fewer benefits, and have no job security. In districts with classified substitutes, often these positions are disproportionately filled with People of Color or other marginalized groups (immigrants, poor people). As a matter of equity, substitute educators should be encouraged and enabled to join the WEA the same as other educators throughout the state to strengthen them and help bargain for better working conditions.

2020 AMENDMENT TO CONTINUING RESOLUTION D-9
(MARCH 1, 2020, 1:24 P.M.)

TITLE

Improve Support for New Teacher Candidates

SOURCE

Juliana Dauble, Renton EA

INTENT

New teachers are denied state certification after failing to pass the edTPA assessment which is designed and scored by for-profit entities, such as Pearson.

PROPOSED RECOMMENDATION(S)

**CR D-9 OPPOSITION TO REQUIRED COSTLY AND REDUNDANT
PROFESSIONAL CERTIFICATION 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.~~

The Washington Education Association opposes Washington State teacher certification requirements that:

1. cost money to the candidate;
2. are redundant with other assessments required by educator certification programs;
3. are scored by entities unknown to the candidate;
4. contain bias or are prejudiced against marginalized communities or People of Color;
5. were developed by for-profit companies;
6. take time away from learning opportunities from internships, student teaching, or other preparatory learning experiences that lead to a well-prepared educator; and
7. are based on instructional or professional frameworks different from those the candidate may be expected to use for the evaluation process once employed in a certificated position within Washington State.

To the best of your knowledge/understanding, how does the suggested policy support and impact students, educators, and people from marginalized communities. (ex., race, ethnicity, religion, gender, class, sexuality, gender identity, immigrant status, age, language, ability, culture)

edTPA is a racist, expensive, and harmful hoop that new teachers in Washington must not suffer through any longer. Teacher shortages, especially Teachers of Color, are exacerbated by state assessments that detract from other teacher preparation experiences known to improve efficacy in the classroom. The Professional Education Standards Board (PESB) is conducting an analysis of the edTPA, and WEA should use input from Members of Color to oppose the continued use of edTPA. The replacement tool for edTPA, if any, should be collaboratively decided upon, include specific input from Communities of Color, and must not be solely established by PESB or other for-profit interests.



2020 NEW RESOLUTION NO. 1

(JANUARY, 18, 2020, 8:01 PM)

TITLE

Multicultural Education Training

SOURCE

Aneeka Ferrell, Renton Professional Technical Assoc

BACKGROUND

WHEREAS, achieving equitable treatment and educational outcomes for all students must include training for all educators that supports an understanding of underrepresented groups.

RECOMMENDATION(S)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

believes that training and/or experiences 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 and trainings to occur at minimum of once per year.

The Association also believes that inclusive diversity and equity in educational and non-educational environments requires honest and open conversations, that provide members and all others in the educational community an opportunity to engage in courageous conversations that examine and address our assumptions, prejudices, discriminatory practices, implicit biases, microaggressive stereotypes, and their effects.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

The suggested policy supports the needs of students, educators, and people from marginalized communities in a way that allows an elimination of overt barriers against the underrepresented groups, allows challenges to stereotypes of the marginalized groups to be mitigated, and supports their voice in the educational process, while encouraging training to be taken by educators who work directly and indirectly with these groups daily, so that they would have resources to help eliminate any obstacles that would exclude the marginalized group in the educational process.



2020 NEW RESOLUTION NO. 2

(JANUARY, 19, 2020, 7:05 AM)

TITLE

Bargaining for the Common Good

SOURCE

Michael Pena, Mukilteo EA

BACKGROUND

WHEREAS, local bargaining efforts should include demands that benefit not just the bargaining unit, but also the community as a whole.

RECOMMENDATION(S)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

supports local bargaining whose demands would bargain for the common good by:

1. expanding the scope of bargaining beyond wages and benefits.
2. engaging community allies as partners in issue development and the bargaining campaign.
3. entering racial justice in the demands.
4. strengthening internal organizing, membership and member engagement.
5. leveraging capital in our campaigns.
6. recognizing that the campaign doesn't end once the union settles its contract.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

By increasing the reach of our bargaining efforts in ways that positively affect the broader community, a more equitable distribution of resources can be created. Such a change increases the ability of marginalized communities to access resources, improve quality of life, and increase the teaching/learning environment for teachers and students.

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2020 NEW RESOLUTION No. 03

March 01, 2020 01:24 PM

TITLE

Improving support for new teacher candidates: replace CR D-9

SOURCE

Julianna Dauble, Renton E A

BACKGROUND

New teachers are denied state certification after failing to pass the EdTPA assessment. Teacher certification requirements must be designed and scored by educators, not Pearson.

RECOMMENDATION(S)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

Replace existing D-9 with the following:

The Washington Education Association opposes Washington state teacher certification requirements that:

1. cost money to the candidate,
2. are redundant with other assessments required by educator certification programs,
3. are scored by entities unknown to the candidate,
4. contain bias or are prejudiced against marginalized communities or people of color,
5. were developed by for-profit companies,
6. take time away from learning opportunities from internships, student teaching, or other preparatory learning experiences that lead to a well-prepared educator,
7. are based on instructional or professional frameworks different from those the candidate may be expected to use for their evaluation process once employed in a certificated position within Washington state.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

EdTPA is a racist, expensive, and harmful hoop new teachers in Washington must not suffer through any longer. Teacher shortages, especially teachers of color, are exacerbated by state assessments that detract from other teacher preparation experiences known to improve efficacy in the classroom. PESB is conducting an analysis of the EdTPA and WEA should use input from members of color to oppose the continued use of EdTPA. The replacement tool for EdTPA, if any, should be collaboratively decided upon, include specific input from communities of color, and must not be solely established by PESB or other for-profit interests.

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2020 NEW RESOLUTION No. 07

April 16, 2020 04:30 PM

TITLE

Support for Early Career Educators

SOURCE

Rachel Tochiki, Bellevue E A

BACKGROUND

support for early career educators is integral to the sustainability of the profession and to the strength of the Association.

RECOMMENDATION(S)

NOW, THEREFORE BE IT RESOLVED, THAT THE WASHINGTON EDUCATION ASSOCIATION

The Washington Education Association supports programs and resources that promote the inclusion, skills, and capacity of educators in their first 5-7 years in the profession as well as veteran teachers who are new to Washington State or are experiencing a change in grade level, type of assignment, job site, or cultural environment.

The Association also supports early involvement of early career educators in union work (participation in local, social justice activities, political action, etc.).

The Association further supports resources that educate members about contract rights and effective organizing and advocating.

The Association also supports work that builds the capacity of the Association to provide professional opportunities for collaboration through formal and informal systems of collegial support.

TO THE BEST OF YOUR KNOWLEDGE/UNDERSTANDING, HOW DOES THE SUGGESTED POLICY SUPPORT AND IMPACT STUDENTS, EDUCATORS, AND PEOPLE FROM MARGINALIZED COMMUNITIES

These efforts will directly impact the recruitment, retention, and respect of Educators of Color.



TAB NO. 3

2020 CONSTITUTION AND BYLAWS AMENDMENT NO. 1

APRIL 26, 2019 4:41PM

TITLE

Bylaws Amendment for Progressive Dues

SOURCE

Katie Agren, North Thurston E A

INTENT

To modify the WEA policy for establishing WEA Certificated dues in order to eliminate the burden on lower paid members.

RECOMMENDED AMENDMENT(S)

Article II – Dues and Assessments

The annual dues of an active certified K-12 member shall be ~~seven tenths (0.700) of one (1) percent of the state average classroom teacher salary~~ seven hundred seventy five thousandths (.775) of one (1) percent of the certificated member's salary. Dues are to be adjusted in an amount to the nearest whole dollar. All certified and classified dues changes for the ensuing year will be announced at the annual Representative Assembly meeting and will go into effect on September 1 of each school year.



2020 CONSTITUTION AND BYLAWS AMENDMENT NO. 2

(JAN. 30, 2020, 10:49 A.M.)

TITLE

Constitution Amendment for Instant Run-off Elections at WEA RA

SOURCE

Matthew Yeager, Kennewick E A

INTENT

To replace our two-step run-off process for elections with a more efficient process where we select our #1 and #2 choice simultaneously.

RECOMMENDED AMENDMENT(S)

(by inserting NEW Article V, with existing Art. V and up to be re-numbered as Art. VI and up)

Article V – Elections

Section 1. Whenever three or more candidates are duly nominated for President, Vice President, or any other position voted on during a Representative Assembly, the votes shall be tabulated using an instant runoff (ranked choice) system. Each eligible Representative will vote, at once, for their first and second choice for each individual race in which there have been three or more duly nominated candidates.

Section 2. When the votes are tallied, if a candidate wins an outright majority of first-place votes, then that candidate wins the race. If not, then the candidate with the lowest number of first-place votes is eliminated. All first-place votes for that candidate are discounted. The votes are then recounted, but the second-place vote on any ballot which had a first-place vote for the eliminated candidate is to be counted as a first-place vote, hereafter called a “consolation vote”, in favor of the second-choice candidate. The candidate with the most first-place votes combined is the winner.

Section 3. Any tied vote for any election will be solved by the current president (or other presiding officer, if required) tossing a fair coin in the sight of the voting body.