

## 2019-20 WEAC Resolutions

### Foreword

The opinions, intents, beliefs and positions of the Wisconsin Education Association Council, hereafter referred to as the WEAC or the Council, are expressed by the resolutions adopted annually by the Representative Assembly. Resolutions state matters of current importance and serve as policy direction for the officers and staff. The number in bold parentheses at the end of each resolution indicates the number of that resolution in last year's document. The italicized two-digit number at the end of the resolution indicates the most recent year in which the resolution was amended.

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**A. Serve as the State's Voice for Education  
Promote Quality Education, Curriculum, and Assessment**

**A-1 Vision for Great Public Schools**

The WEAC believes free public education is the cornerstone of our social, economic and political structure and is of primary significance for the development of our moral, ethical, intellectual and multicultural values. The Council opposes any attempt to diminish a free public education.

The WEAC believes the State of Wisconsin is obligated to provide an effective public educational experience for all students from preschool through twelfth grade at public expense. The Council further supports expanding the scope of public education to encourage lifelong adult education services without eroding any current programs.

The WEAC believes that local school districts, local education associations, and WEAC members should be allowed to experiment with and formalize new forms of instructional decision-making. The Council also supports educational innovations which will enhance student learning, and protect student and employee rights.

The WEAC believes that every student has the right to attend a great public school. To assure that opportunity, the members of the Council must solicit parent and community involvement to enhance public support for and maintain the quality of Wisconsin's public schools. 18

**A-2 The Basic Skills**

The WEAC believes that free public education must prepare students to be responsible citizens to the best of their abilities, to read literally and inferentially, think critically, write accurately and coherently, communicate orally, compute effectively, recognize the importance of natural and physical sciences to a technological society, and appreciate the aesthetic qualities of life. 17

**A-3 DPI Practices**

The WEAC believes that the DPI should be highly supportive of improving the educational environment. The Council believes that the DPI should be a consistent advocate for education employees and students. The Council supports regulations that would put licensed and practicing public school educators in DPI positions.

The Council further believes the intent of legislative standards for education should be applied to schools directly managed by the State of Wisconsin. 18

**A-4 Education for Employment**

The WEAC believes that a goal of education is to provide all individuals, preschool through adulthood, opportunities to become effective, productive citizens. To achieve this goal, education for employment must be interwoven into the educational system to aid individuals in career selection. 93

**A-5 Career and Technical Education**

The WEAC believes that preparation of students for vocations and productive, satisfying employment is a basic goal of secondary and post-secondary education. A continuing comprehensive program for training, retraining, advancement, and promotion should be provided for youths and adults.

The Council further supports cooperative work and apprenticeship programs that involve the public schools as equal partners with government and private sector employment and training programs. These programs should supplement, not supplant, the career and technical programs provided in the public schools and technical colleges.

Further, the Council affirms our belief that the most appropriate environment for high school students during regularly scheduled school hours is in public school system programs. The Council rejects attempts to manage our student populations as easily accessed pools of available labor. 18

### **A-6 Distance Education and Virtual Schools**

The WEAC believes that virtual schools and distance education must provide the same quality education and meet the standards demanded and expected of all public schools.

The Council believes virtual school and distance education employees must be bargaining unit members, and their working conditions shall be subject to local collective bargaining agreements. These educators shall be licensed in Wisconsin and certified in the content area in which they instruct.

Virtual school and distance learning courses should have a maximum student-teacher and support staff ratio that is comparable to face-to-face student-teacher and support staff ratios found in traditional brick-and-mortar schools.

The Council believes that personal interaction between students and educators is a component of quality education. Virtual school and distance learning courses must include direct, individualized synchronous feedback to students on a regular basis. 09

### **A-7 Telecommunications Technology**

The WEAC recognizes the advancement and application of instructional technology and high-technology devices, as well as materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. The Council believes that every classroom should have equal access to the resources necessary to make full use of telecommunication. 10

### **A-8 Achievement Gap / Society Gap**

The WEAC recognizes that students of all races, ethnicity, language and socio-economic status need the skills and tools to read, compute, critique and create at high levels.

The Council supports initiatives that move all students to high levels of achievement. The Council believes that a challenging school curriculum is critical and must reflect high expectations. Public schools must have the resources to support all students in meeting their academic potential.

The Council believes high-quality early childhood education is key to eliminating the achievement gap. This includes small class sizes in the early grades, before- and after-school and summer programs with certified educators, resources, and social support.

The Council believes that schools should provide the guidance and resources so that students of all races, ethnicities, languages and socio-economic status have an equal opportunity to enroll and achieve in rigorous classes, including Advanced Placement (AP) courses.

The Council believes all students should have equal access to highly qualified educational personnel.

The Council believes educational personnel must take an active role in the development of standards, assessments, and other tools necessary to ensure the success of all students. Assessments should be developed and implemented in a balanced way so as not to discriminate against any students.

The Council recognizes that a disproportionate number of minority and disadvantaged students receive punitive sanctions, such as retention, tracking and the withholding of diplomas. These actions are unfair, ineffective, contrary to professional assessment standards, and exacerbate the achievement gap.

The Council supports community partnerships to help accelerate the learning of children who are academically behind their peers. Such programs could focus on increasing reading and verbal interaction between parents and children; providing positive role models, mentors, and tutors; making affordable, quality child care more readily available; and fostering meaningful interaction among diverse groups.

The Council recognizes that the achievement gap can be substantially narrowed only when school improvement is combined with social and economic reform. 05

### **A-9 Learning Interventions**

The WEAC supports the Response to Intervention (RtI) framework. The RtI framework requires that students receive research-based instructional intervention, when appropriate, to ensure academic and behavioral success.

The Council believes it is the local district's responsibility to provide resources to support educators in successfully implementing the RtI framework.

The Council believes it is the local district's responsibility to educate its staff in research-based instruction/intervention strategies and that such training must be relevant, comprehensive and ongoing.

The Council believes it is the local district's responsibility to ensure that RtI information not be used in evaluation of the teacher.  
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### **A-10 Class Size and Overcrowding**

The Council believes that excellence in the classroom can best be attained by small class size. Small class size in regular education classrooms shall be identified as no more than 15 students, and a proportionately lower number in programs for students with special needs. Weighted class size formulas should be implemented to reflect the inclusion of exceptional students. Additional provisions should be made for a "student staff ratio" being introduced as a clarifier, enumerated in such a way as to include the following: 1) teachers; 2) administrators; 3) school counselors; 4) library media specialists; 5) specialists; 6) paraprofessionals; and 7) other auxiliary personnel.

The Council encourages employment of sufficient numbers of highly qualified licensed teachers to relieve overcrowding in classrooms to maintain excellence while providing sufficient special teachers in the areas of art, informational library media, guidance, music, physical education, and the teaching of students with exceptional needs.

The Council deplors efforts by school boards to use the employment of paraprofessionals and auxiliary personnel as an excuse for increasing class size or to replace certified teachers. The Council also believes the Department of Public Instruction should withhold funds from districts that do so. 17

### **A-11 Early Childhood Education**

The WEAC supports early childhood education programs in Wisconsin public schools for children from birth through age 8. The Council believes that such programs should be held in facilities that are appropriate for children's developmental needs and, if funded by public dollars, staffed by appropriately licensed public school teachers. These early childhood education programs should include a full continuum of services for parents/guardians and children, including child-care, child development, developmentally appropriate and diversity-based curricula, and special education. Early childhood programs must also address the physical, mental, and emotional health of children, and the social and nutritional needs of children. 05

### **A-12 Right to Read**

The WEAC believes that all students have the right to read at the level of their potential and should receive the proper instruction to attain this goal.

The Council encourages the state Department of Public Instruction, Local Associations and the Wisconsin Technical College System Board to take steps to accomplish the following:

1. District reading programs should reflect the needs of all students. Efforts should be made to meet the reading needs of students by classroom teachers, reading personnel and the district reading specialist.
2. Special reading classes and/or resource support within classrooms shall be made available to all students who are significantly deficient in reading achievement.
3. Each remedial reading class should be taught by a licensed reading teacher. Students taught in the remedial reading classes should receive all necessary support services to permit them to achieve to their potential.
4. Reading assessment of students should be made by a person qualified to determine reading ability. 17

### **A-13 Gifted and Talented**

The WEAC supports gifted and talented programming in all areas and levels and recommends that education employees

participate in the development and implementation of such programs. Programs for gifted and talented students in regular education programs must include necessary modifications, including appropriate materials and curriculum. An adequate level of services and staff, along with ongoing professional development, are necessary for effective implementation of best practices for gifted and talented education.

The WEAC believes that all students identified as gifted and talented shall have an educational plan that aligns with current standards, with appropriate accommodations and/or modifications for each student. The Council further believes that funding for gifted and talented education must be provided at levels to ensure effective local implementation. 12

#### **A-14 Diversity in Instructional Materials**

The WEAC believes that teaching about the significant contributions of all racial, cultural, and ethnic groups is a responsibility of schools throughout the nation.

All instructional materials used in the school should reflect the cultural pluralism and multiethnic makeup of our nation and the world.

The Council recommends that teachers accept the responsibility for the selection and use of multi-cultural teaching materials which reflect gender equity and work to create a climate in which all students can explore the cultural and historical pluralism of American society.

Further, the Council believes that curriculum should promote the understanding of diverse sexual orientation and the awareness of sexual stereotyping whenever sexuality, gender roles, and/or tolerance of diversity is taught. 15

#### **A-15 World Languages**

The WEAC believes that the study of at least one world language for two years in middle/junior and senior high school should be part of the education of all public school graduates.

The WEAC further believes in the exposure to world languages at the elementary level. 17

#### **A-16 Sex Education**

The WEAC believes comprehensive sex education that provides children and youth with factual knowledge appropriate to their age is basic to the development of healthy, well-adjusted individuals. The Council also believes that the public school must assume an increasingly important role in providing this instruction, beginning in the primary years, and that educators must be qualified to teach in this area.

The Council believes that all educators should be inserviced in the subject of sex education. Sex education units should be developed as one aspect of the health education curriculum. It is important that parents/guardians receive orientation regarding the content of sex education units. 18

#### **A-17 Environmental Education**

The WEAC supports programs aimed at the conservation of our natural resources and the preservation and improvement of the environment. The Council calls for the curricula at all levels to identify ecological problems and possible solutions. Further, the Council encourages its affiliates to support recycling efforts as well as the reduction of the use of non-recyclable products in the schools. 94

#### **A-18 Driver Education**

The WEAC believes that classroom and behind-the-wheel driver education courses taught by a licensed teacher should be part of the basic education of all students. 95

### **Promote Professional Excellence Among Educators**

#### **A-19 The Teaching Profession**

The WEAC believes that the teaching profession is a cornerstone of society and that teaching is both an art and a science.

The goal of the profession must be to provide the highest quality education to all students. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained, and governed by the members of the profession and must apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and accountability. Members of the teaching profession must assume expanded leadership roles and must have the time, resources, and decision-making authority to provide the highest quality instruction for each student.

The WEAC believes successful teaching requires more than content knowledge, but also requires a degree or certificate in education, the ability to relate to students, and intangible qualities that cannot be quantified and are subjective. These intangible qualities reflect the art of teaching and include, but are not limited to empathy, charisma, and an ability to nurture.

The Council believes that the NEA Principles of Professional Practice define the knowledge, skills, and dispositions a quality teacher should possess. 18

### **A-20 Education As A Career Choice**

The WEAC believes students should be encouraged to pursue a career in the field of education.

The Council supports the establishment of organizations involving students interested in the field of education as a profession. The Council believes that its affiliates should promote the establishment of such organizations at all age levels and encourage its members to serve as advisers.

The Council also believes that affiliates should strive to build cooperative relationships and partnerships with government, business, and community leaders to promote the field of education as a profession and as a vital component of every community. 17

### **A-21 Technology in the Educational Process**

The WEAC supports the education and continued training of education employees in the use of technology which allows them to be more effective in their job performance.

The Council believes:

1. Local affiliates must be actively involved in planning, selecting, implementing and evaluating the necessary technology.
2. Education employees should have access to necessary technology for classroom management and delivery of instruction. Education employees should be provided with training time and resources needed to implement technology in their job performance.
3. Adequate measures to protect the security of confidential information on the network should be put in place.
4. The impact of telecommunications, distance learning, and virtual schools on education employees should be subject to local collective bargaining agreements. 03

### **A-22 Mentor Programs**

The WEAC believes that mentor programs are a means of enhancing the professional expertise of employees and retaining quality educators. The Council believes affiliates should be actively involved in the mentoring process.

The Council further believes that the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentors must be selected through a defined process with articulated criteria, be properly trained and compensated, and be provided with adequate time to fulfill their responsibilities. The state or local authority has the obligation to provide hold-harmless protection.

The Council believes that any documentation that results from the mentoring process must be confidential and the sole property of the person mentored and must not be included in the participant's personnel file. The Council also believes that conversations that result from the mentoring process must remain confidential. 18



### **A-23 Teacher Education Programs**

The WEAC supports the use of its resources and facilities to help determine the direction of teacher education programs by seeking Council approved representation on committees and advisory councils dealing with teacher education and certification.

The Council:

1. Encourages local associations to be involved in the formulation and implementation of all district plans for training intern teachers. Approved plans should include released time for cooperating teachers for the purpose of supervision.
2. Encourages teacher preparation institutions to prepare teachers in numbers consistent with projected need for teacher positions, and to provide new kinds of education for those who are already certified but need to retrain in a new area.
3. Supports at least 100 hours of early and continuing field experience designed to acquaint potential teachers with the role of the teacher and the nature of teaching be required of all students in teacher preparation programs.
4. Encourages the State of Wisconsin to increase financing of clinical student teaching and pre-student teaching programs in order to provide increased and improved supervision by qualified classroom teachers and university supervisors.
5. Supports that student teaching be a minimum of one full semester as determined by the school district calendar, not the college year, so as to include either the beginning or closing of school experience for student teachers.
6. Supports that teacher education programs include a minimum of six observation hours of local association functions.
7. Supports the review of teacher education programs and recommendations for improvement of clinical experiences by the Council and its affiliates.
8. Encourages its affiliates to accept student teacher / intern members into the professional ranks during the course of the student teacher / intern learning experience. In the locals engaged in a job action, the Council encourages its affiliates to continue to allow the placement of student teachers / interns in members' classrooms and work places in order to meet graduation requirements.
9. Encourages schools not to assign pre-professional educators as substitute teachers during their student teaching experience.

The Council believes individuals completing teacher education programs should have:

1. A broad general education.
2. In-depth academic preparation in areas of specialization.
3. Mastery of the knowledge and skills necessary to perform their duties.
4. An understanding of their professional rights and responsibilities, including the NEA Code of Teaching Ethics.
5. An understanding of their rights and responsibilities in redefining and restructuring the curriculum to better serve student needs. 18

### **A-24 - Support for Early Career Educators**

The Council believes it is the responsibility of the local districts to provide timely and appropriate mentors for early career educators. The Council further believes that local districts are responsible for supporting early career educators as they move from a provisional license to a life license. 18

### **A-25 Education Support Professionals**

The WEAC believes that qualified Education Support Professionals are a vital resource and should be employed and retained to ensure the quality of education for all public school students. WEAC recognizes that Education Support Professionals perform a variety of important responsibilities within the school setting and should be compensated for pursuing professional growth opportunities. The Council also believes that Education Support Professionals should not be asked to assume the responsibilities of a licensed classroom teacher or to perform duties for which they have not received adequate training. 17

### **A-26 Professional Development**

The WEAC believes that continuous professional development is required for all education employees to achieve and maintain the highest standards of student learning and professional practice. The Council also believes that professional development should:

- a. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site;

- b. Be incorporated into and aligned with (not added to) professional work expectations without sacrificing regular planning time for teachers;
- c. Be standards-referenced and incorporate effective practice, relevant data, and current research;
- d. Be supported by adequate resources; and
- e. Be refined, improved, and adjusted according to the evaluations provided by the participants.

The Council also believes that professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education professionals. 18

#### **A-27 Graduate School Admission and Programs**

The WEAC encourages Wisconsin colleges and universities offering graduate programs to admit students on a probationary basis to a graduate program for one semester, rather than rejecting their application on the sole basis of their undergraduate record.

The Council supports the development of graduate courses and degree programs which will allow individual students more participation in the planning and establishing of requirements for their graduate program, so that the graduate degree will be meaningful for the individual. 93

#### **A-28 Associate Degree Programs**

The WEAC strongly supports the continuation of all Wisconsin Technical College System's associate degree programs. 15

#### **A-29 Education Employee Evaluation**

The WEAC believes the primary purpose of evaluations shall be to improve instruction and student learning. Evaluations shall identify appropriate professional learning and professional development for the evaluated educator. Evaluation systems shall be objective and bias free. Evaluation tools and procedures shall be bargained.

It is a major responsibility of all education employees to participate in the evaluation of the quality of their services. The Council encourages local associations to work cooperatively with boards of education and administration to develop procedures and means of evaluation which establish clearly specified performance and behavioral standards that are directly related to each individual job description.

The Council believes that evaluations shall be based on regular observation of job performance with advance notice and discussion of evaluation visits completed in a timely manner. Standardized test results shall not be used as a basis for disciplinary action, but may be used to inform instruction, student learning and professional development.

Evaluations used for disciplinary purposes shall be conducted only by supervisory personnel who are familiar with the employee's work performance. A written evaluation report shall be provided with an opportunity for written response by the employee prior to the placement of the evaluation in the personnel file.

All education employees (teachers/faculty, support professionals, and administrators) shall receive training about the evaluation system used so that they have a thorough understanding of its design, purpose, implementation, and the use of results.

Performance improvement plans shall clearly articulate: the specific area(s) of needed improvement, the time frame for the plan, and defined outcomes of success. Opportunities for improvement, such as ongoing observation, mentoring, ongoing conferences, modeling, and professional development shall be offered. Career transition benefits shall be offered to employees that voluntarily choose to leave their positions.

By participating in an evaluation process, an education employee shall not waive his or her right to due process in a subsequent contractual or legal proceeding. 10

#### **A-30 Noncertified/Auxiliary Personnel**

The WEAC recognizes the value and encourages the increased use of noncertified/auxiliary personnel in the educational

process. As this process becomes more complex, these people will serve to relieve teachers of various non-teaching tasks so that teachers may devote all of their professional skills to curriculum planning, classroom instruction, and student assessment.

The Council opposes the unprofessional measure of using and/or hiring student teachers, interns, paraprofessionals, aides, student observers, or any uncertified person, as substitutes or as regular full and/or part-time teachers within any public school system in Wisconsin.

The Council encourages the Department of Public Instruction, the Wisconsin Technical College System Board, the Legislature, the school boards of Wisconsin and local associations to take adequate measures to ensure that this practice is not employed by administrators. 14

### **A-31 Effective School Management**

The WEAC believes that competent school management is essential to effective schools. Effective management advocates for public education, promotes instructional improvement, demonstrates fair treatment of personnel, provides opportunities for employee growth, and encourages professional interaction among education employees.

The Council believes that all school management personnel must have periodic teaching experience and hold valid administrative licensure. The Council further supports the development and implementation of regulations requiring the licensure of school business managers based on educational knowledge.

The Council further believes that whenever a new administrator is to be hired in a school district, an ad-hoc committee of education employees who will be under the supervision of that administrator be established for the purpose of reviewing and interviewing candidates and making recommendations to the central administration. 01

### **A-32 Aspiring Educators of Wisconsin**

The WEAC realizes a need to actively involve the Aspiring Educators of Wisconsin in all levels of the Association and encourages organizational efforts at all teacher preparation institutes in the state. The Council also believes that Active affiliates should encourage members to recommend Aspiring Educators of Wisconsin and NEA student membership to all higher education students working in their classrooms during any part of a teacher preparation program. Emphasis should be given to preprofessional and leadership training. The Council believes that this will encourage student awareness of the value, responsibilities and structure of the United Education Profession. 17

### **A-33 Retired Education Employees**

The WEAC believes that retired members are a valuable asset in furthering the goals of the Association in areas including, but not limited to, political action, legislative lobbying, member training, crisis assistance, and other programs in which their years of experience would be beneficial.

The Council further believes that retired members should be encouraged to support and participate in association activities and governance at the national, state, Regional, and local levels. 98

Ensure Professional Standards, Certification and Licensure

### **A-34 Licensure/Certification**

The WEAC advocates rigorous quality teaching standards such as those found in the NEA Principles of Professional Practice for entry into the teaching profession. As established by professional standards boards, these quality teaching standards must include each of the following concepts:

- High academic performance
- Extensive clinical practice and field experience
- Demonstrated knowledge of subject matter
- Demonstrated knowledge of pedagogy, child development, and learning acquisition.

The Council asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every primary, secondary, and adult education public and private school. The Council believes that all states should offer appropriate pre-K licensure. No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No assignments should be permitted outside the teacher's area of licensure without appropriate concurrent retraining supported by the local district.

Assessments used to measure teacher skill, knowledge, and instructional competency must be valid, reliable and unbiased and should be included as only one element for licensure. The Council opposes licensure processes that lower or eliminate any of the standards outlined above, including "testing-only" approaches to teacher licensure.

The WEAC believes that these standards shall be developed beginning with input from licensed educators at the local level in collaboration with the Department of Public Instruction ("DPI") rather than dictated by state legislators.

The WEAC believes that local implementation of district requirements for the Wisconsin licensure system should be determined through the collective bargaining process.

The Council is opposed to the provisional licensure/certification of individuals to fill teaching positions due to a lack of available qualified teachers.

The Council is opposed to the hiring or use of non-licensed or provisionally licensed/certified individuals to fill teaching positions or to provide supplemental services.

The WEAC is opposed to the licensure/certification and use of speech-language pathology assistants (SLPAs).

The Council further believes nontraditional routes to licensure and certification for those possessing a minimum of a baccalaureate degree should be designed to maintain rigorous and focused teaching standards which prepare the individual to become a licensed/certified teacher.

The Council also believes high standards in the profession can only be maintained through recruiting into the profession and retaining the most capable individuals available in our society.

The Council believes that licensed/certified teachers should provide the educational programming for clients over the age of 21 in the Centers for the Developmentally Disabled.

Whether individuals meet licensure standards should be determined by professionals who are able to observe individuals personally and provide direct feedback regarding the performance of individuals.

The Council believes any nonrenewal, revocation, or significant change to the licensure of an education employee should follow procedural and substantive due process. Licensure should not be impacted solely by a nonrenewal or termination of specific employment.

The Council also supports the periodic evaluation of licensure procedures to ensure that cultural, economic, gender, racial, and age biases are not perpetuated by the requirements for licensure. 18

### **A-35 Professional Self-Governance**

The WEAC believes in the concept of self-governance of the education profession. The first step toward professional autonomy and self-governance is the control of educator preparation and licensing. The Council should be involved in determining and reviewing standards for licensure of educators in our public schools. 95

### **A-36 Professional Standards Council**

The WEAC recognizes the Wisconsin Professional Standards Council for Teachers (WPSCT) as the primary advisory body to the State Superintendent of Public Instruction on all matters related to teacher preparation, licensure and related education policy

issues. The WPSCT should review and advise on all policies, revocations, licensure appeals and other matters related to its duties prior to final decisions of the State Superintendent. 08

#### **A-37 Home Schools**

The WEAC believes that home schools need to be regulated by the Department of Public Instruction to meet the same standards that regulate public schools.

The Council further believes that when these students enter/re-enter public schools, they must meet the same requirements as other students. Public high schools should not allow graduation without compliance with local graduation standards.

Further, the Council believes that local public school systems should have the opportunity to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public school setting. 95

#### **A-38 Wisconsin Technical College System**

The WEAC opposes the inclusion of the Wisconsin Technical College System into any merged structure of the University of Wisconsin and opposes the creation of any statewide system for the WTCS that would remove immediate control from local district boards. 97

#### **A-39 Notice of Background Check Requirement**

The WEAC recommends that the DPI send to all teachers in the State of Wisconsin notification of the fact that they are required to submit the information necessary for DPI to complete a background check in order to maintain licensure. Included with the notice should be an instructional brochure detailing how to submit the required information. 18

#### **A-40 Life Licenses**

The WEAC takes the position that individuals holding a life/unlimited or permanent license to teach have satisfied the requirements and standards for issuance of such a license. These licenses must remain in full force and effect until such time as they are revoked or are suspended under the DPI administrative rules in force at the time the license was issued.

Any new license issued to an individual following revocation or suspension (for cause) of such license would be subject to the licensing requirements in effect at the time of application. If a license is revoked for non-payment of taxes, it must be reinstated upon fulfillment of tax obligation with no new requirements. 01

### **Promote Adequate and Equitable Funding of Public Education**

#### **A-41 School Takeovers**

WEAC believes public schools should be accountable to locally elected school boards. The Council views takeovers of schools by any other entities as attacks to destroy public education, which negatively impact the community. School takeovers result in privatization of public schools and create greater inequality and segregation with no discernible change in student outcomes. 18

#### **A-42 Decentralized Districts**

The WEAC shall work to guarantee that any experiment with, or implementation of, decentralized school districts incorporates a high degree of teacher and education support staff involvement, and that the master contract must be binding on any or all decentralized boards. 93

#### **A-43 School District Closings and Consolidations**

The WEAC believes a fair and adequate system of school funding and taxation would reduce or eliminate the need for school district closings and consolidations. Schools and school districts are central to the social and economic vitality of communities, and a school funding system that maintains great schools in every community supports a vibrant society and a strong economy.

The Council believes all students must continue to receive quality education when districts are dissolved, consolidated or reorganized. The Council believes school districts should consolidate or reorganize only when it is in the best academic interests of students and contributes to great public schools.

The Council believes that the bargaining rights of teachers and education support professionals must be retained in school districts that are dissolved, consolidated or reorganized. The terms of all employee collective bargaining agreements must be honored by the absorbing or new district. Changes to these agreements will be negotiated between the school district and their employee unions. 18

#### **A-44 Financial Support for Education**

The WEAC believes that in order to assure equal and quality educational opportunities for all students, the funding of public education in Wisconsin must rely on sources other than local property taxes for the majority of revenues collected. Revenues may include federal, state, local, and private sources.

All federally supported educational programs, including those now assigned to other federal agencies (except those designed to train armed forces personnel), should be administered by the U.S. Department of Education.

The Council asserts that federal funding formulas should reflect the most current, accurate accounting of public school population, measurements of poverty, and a state's ability to raise adequate funds.

Federal legislation must be consistent with the traditional and constitutional principle of separation of church and state and must provide for judicial review.

Further, the Council believes that all federal monies to local school districts must be channeled through state and local education agencies.

The Council further believes that categorical aids are necessary for federal/state mandated programs. Such programs must be funded at levels adequate for local implementation.

The Council opposes the use of standardized test scores as the basis for allocation of educational funds. The Council believes that in order to make property taxes more equitable for funding education that the constitution of the State of Wisconsin be amended to remove the uniformity clause to allow homestead property tax relief.

In addition, the Council believes restrictive limits must not be imposed on school budgets and long-term borrowing. 95

#### **A-45 Tax and Economic Development Policies**

The WEAC supports economic development policies that add wealth to individuals, families, and communities by creating jobs that provide competitive wages and benefits and safe working conditions.

The Council believes such policies build strong local economies that support quality public education through great schools.

The Council believes tax policies should distribute the tax responsibility in a fair and equitable manner. The tax structure should be efficient and reliable.

The Council encourages its affiliates and Regions to work with community and regional coalitions in promoting tax and economic development policies that build great schools. 14

#### **A-46 Voucher Plans and Tuition Tax Credit**

The WEAC believes that voucher plans and tuition tax credits or funding formulas that have the same effect - under which pre-K through 12 nonpublic school education is subsidized by tax monies - undermine public education, reduce the support needed to adequately fund public education, and have the potential for racial, economic, and social segregation of students. The Council opposes all attempts to establish and/or implement such plans. 99

#### **A-47 Parental Option Plans**

The WEAC supports innovation and alternative programs in public education. The Council believes that parents/guardians who choose nonpublic education for their children do so at their own expense.

The Council further believes that parental option plans in the public schools:

1. Shall provide fair and equitable access to a quality education for every student regardless of age, race, economic status, or disability;
2. Shall not violate contractual agreements or legal rights of education employees;
3. Shall not lead to racial or economic segregation;
4. Shall not encourage athletic or scholastic elitism;
5. Must be adequately funded and must not divert current funds from regular public school programs;
6. Must be staffed by licensed professionals;
7. Must meet the same standards for assessment and evaluation as regular public school programs. 94

**B. Promote Civil Rights and the Health and Welfare of Students  
Promote and Protect Human and Civil Rights**

**B-1 Multilingual/Multicultural Education**

The WEAC believes that efforts to legislate English as the official language deprive those in need of education, social services, and employment, and must be challenged.

The council advocates for the implementation of English as a Second Language, multilingual/multicultural, and remedial instruction programs which address individual instructional needs, such as those for Wisconsin's migratory children and limited English speaking students.

The WEAC advocates and supports the above-mentioned programs regardless of the availability of federal and state funds to support such programs. 02

**B-2 World Peace**

The WEAC believes that, in order to attain goals that focus on the establishment and maintenance of peace and the understanding of the importance of a global community, specific materials need to be developed for use in school classrooms.

The Council encourages its affiliates to work with other organizations to develop age-appropriate materials for all levels, which should show the effects of warfare, demonstrate strategies for disarmament, and promote methods to insure a peaceful productive global community.

The Council further believes that the United States and the world need to take a stand for peace. The development of educational programs is a first step in that direction. 19

**B-3 Public Policy on Welfare Reform, W-2 Law - Educational Component**

The WEAC believes that Welfare Reform (W-2) must contain a formal educational component.

The Council believes education for employment is a primary goal of Wisconsin's educational systems. Many people receiving welfare benefits need education and training to provide them with the necessary skills to become self-sufficient.

The Council further believes students enrolled in any course within Wisconsin's education institutions should receive credit toward meeting the work requirement of the W-2 law. Class hours and study time should be credited toward the work requirement. 97

**B-4 School Desegregation**

The WEAC recognizes that education employees have a professional responsibility to seek racial and socio-economic integrated educational systems, where the individual rights of all are respected and where the cultural values and contributions of all segments of the community are acknowledged and appreciated. The Council further recognizes that discrimination and segregation are illegal and that education employees have an obligation, both as citizens and as public employees, to uphold the law.

Since the ultimate goal of racial and socio-economic desegregation efforts is to provide the best educational experiences for all students in the community, the Council endorses the following criteria:

- Any plans for restructuring school systems must overcome the effects of past discrimination and prevent the emergence of new patterns of racial and ethnic isolation.
- The burden of eliminating discrimination must not fall on the victims of discrimination.

While each school district should carry on recruitment programs to employ staff representing a wide range of racial, cultural, and ethnic identities, no one presently employed shall be dismissed or laid off in order to implement the program. School systems should take advantage of an increase in staff-student ratios to create smaller classes, increase instructional services, and provide supplementary services to students.

Education employees representing a wide range of racial, cultural, and ethnic identities should be employed, with appropriate status and responsibility, at all levels of authority both in individual schools and in school district offices.

Contract requirements in effect must be observed, and any modifications of existing practices or other actions affecting education employees such as protection of education employees' rights, including maintenance of existing standards, such as retirement, tenure, transfer policy and layoffs must be negotiated. Involvement of all those affected is vital. Education employees, students, parents/guardians, and community representatives should have continuing information, involvement and input during planning, implementation and evaluation. In-service education relating to their desegregation programs should be mandatory for all education employees. 19

#### **B-5 Institutional Discrimination**

The WEAC denounces organizations which deny membership to segments of our society on the basis of race, sex, age, or ethnic background.

The Council shall not participate in and discourages the participation of affiliates and members in organizations using such exclusionary clauses. The Council discourages members from joining, providing programs to, or using facilities of such organizations.

Furthermore, the Council encourages members presently holding membership in such organizations to uphold this stand by actively working toward the elimination of racially biased and discriminatory clauses or by terminating their involvement in such organizations. 94

#### **B-6 Equal Rights Amendment**

The WEAC endorses passage of an Equal Rights Amendment to the U.S. Constitution. 96

#### **B-7 Citizenship Status**

The WEAC opposes mandatory reporting of students and/or their families as undocumented citizens. 12

#### **B-8 Elimination of Discrimination**

The WEAC is committed to the elimination of discrimination based on race, gender, ethnicity, economic status, religion, disability, sexual orientation, gender identification, age, and all other forms of discrimination. 06

#### **B-9 Education of Students With Disabilities**

The WEAC supports free, appropriate public education for all students in the least restrictive environment. Licensed exceptional and regular education personnel must be employed to meet the needs of all students. Academic settings must be designed to meet the needs of the individual student. The appropriate environment must be determined through the Individual Educational Plan (IEP) which requires involvement by parents/guardians, student, and staff. A full continuum of services must be available.

Placement should be based on the needs of both the student with the disability and those of non-disabled students. Placement of students with disabilities in regular education classrooms must include necessary modifications, i.e. reduced class size based on a weighted formula, adapted equipment and materials, adequate physical space, supportive services and staff with ongoing appropriate training.



Exceptional education personnel must be directly involved in developing, implementing, and evaluating the effectiveness of federal, state, and local programs as they relate to the working conditions of exceptional education personnel, appropriate student placement, and related services.

No reorganization or dissolution of current cooperative arrangements shall occur until commitments are made to maintain or improve the quality of educational programming. WEAC-member employees or their representatives shall be involved in the development of restructuring efforts.

All impacted education employees must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. 19

### **B-10 American Indian Education**

The WEAC encourages curriculum and teaching programs that foster respect for Wisconsin American Indian culture, history, treaty rights, and sovereignty.

The Council recognizes that the use of American Indian mascots, nicknames, logos and symbols within our public schools is offensive, and has a detrimental effect on the educational achievement of American Indian students.

The Council supports and recommends the elimination of American Indian mascots, nicknames, logos, fight songs, insignias, antics, and team descriptors by all Wisconsin schools. 15

### **B-11 Human Relations Education**

The WEAC recognizes the importance of human relations training. Therefore the Council:

1. Supports the present human relations requirement for licensure of education employees.
2. Encourages institutions of higher education to continually evaluate their educational training programs.
3. Supports human relations education for present members of the education profession be required and that academic/professional advancement credit should be granted. 95

### **B-12 Human Relations**

The WEAC believes that improved human relations is essential to the school environment. School systems shall plan appropriate activities to promote:

1. Appreciation and respect for persons' similarities, differences, needs, concerns, abilities and values.
2. Greater awareness of personal biases, stereotyping, discrimination, and prejudice.
3. Ongoing, active experiences and curriculum which increase multicultural and interracial understanding.
4. School recruitment policies that will ensure culturally diverse licensed and support staffs. 12

### **B-13 Gender Equity**

The WEAC believes its members should lead in the promotion of gender equity for all educational programs. To achieve this end, the Council believes:

1. School systems must provide training to raise the level of awareness of all staff and administrators on the issue of sex bias.
2. Non-sexist and gender-neutral language should be used by schools and education associations.
3. The Department of Public Instruction and the Wisconsin Technical College System Board should continue to develop programs to promote and ensure gender equity in school systems.
4. The WIAA should strive for gender equity in competitive sports in the areas of funding, facilities, officiating, and governance. 19

### **B-14 Sexual Harassment**

The WEAC believes that schools at all levels should include curricula and staff development programs intended to eliminate the incidents of sexual harassment between and among students and staff. Sexual harassment may involve assertions of power or influence based on sexual preferences, behaviors, or appearances. The Council further encourages its affiliates to help develop

local school policies and procedures for reporting and responding to sexual harassment complaints. These policies should be fair to both the person who files the charges and the person accused of harassment. 95

#### **B-15 Accessibility for Persons With Disabilities**

The WEAC believes that school districts shall assure that all buildings are in compliance with the accessibility standards of the Americans with Disabilities Act. This should include, but not be limited to, designated handicapped parking at each facility and adequate classroom space to allow mobility as well as to guarantee the health and safety of all students. In addition, planning needs to include appropriate written procedures for emergency evacuation of all staff and students. 00

#### **Promote the Health and Welfare of Students**

#### **B-16 Providing Resources for Disadvantaged and/or Students with Special Needs**

The WEAC encourages school boards to investigate the feasibility of initiating programs aimed at providing educational and/or recreational activities for disadvantaged and/or students with special needs within the local community. School boards are encouraged to sponsor year-round or summer programs. Funding sources that should be investigated include federal, state, and private agencies. 14

#### **B-17 Pupil and Other Support Services**

The WEAC supports collaboratively developed and comprehensive Pupil Services programs at all levels of education, preschool through post-secondary.

Further, the Council shall work to implement manageable student/pupil services ratios for each discipline as referenced in the 2008 DPI Collaborative and Comprehensive Pupil Services Guide. Those ratios are: Counseling, 1 per 400 pupils in K-6, 1 per 250 pupils in 7-12; School Psychologist, 1 per 1,000 pupils; and Social Work, 1 per 800 pupils. The Council also advocates that every school have a licensed School Nurse on site. Adequate facilities, materials and financial support shall be provided to develop and expand these services.

Other Support Services such as occupational therapy, physical therapy, speech and language, visual and hearing services shall be available to each student who has these special needs. 10

#### **B-18 Drug Education/Prevention Intervention Programs**

The WEAC is concerned about the individual and societal problems which underlie psychological and physiological chemical dependency by both children and adults. It recognizes the need for the development of new and improved programs to help children and adults learn more positive ways of coping with problems.

The Council encourages the involvement of teachers and other appropriate staff in the planning, training and implementation of publicly supported educational programs on chemical abuse at the federal, state, and local levels. 96

#### **B-19 Nonpublic School Closings**

The WEAC encourages all public boards of education to establish with nonpublic school counterparts within their districts a contingency plan which would provide for the orderly absorption of nonpublic school pupils into the public school system in the event the nonpublic school system should abandon grades or close the school entirely. 94

#### **B-20 HIV/AIDS Guideline**

The WEAC encourages schools to implement comprehensive educational programs concerning HIV/AIDS. These programs should encompass prevention options. The Council further believes that students and education employees should not be denied access to public education nor be penalized with loss of employment opportunities because the individual suffers from HIV/AIDS. Furthermore, the Council opposes mandatory/involuntary AIDS testing of students and school employees. 10

#### **B-21 Support for the Family**

The WEAC believes the integrity of the family unit is paramount and efforts dealing with the family should be based on that principle. The understanding of children's and parents'/guardians' rights and responsibilities is necessary to provide for a harmonious family environment. The Council believes that the collaborative efforts of the home, school and community are essential for the well-being of children. 19

### **B-22 Child Abuse**

The WEAC believes that all children must be protected from all forms of child abuse. Education employees are in a unique position to observe, document and report to proper authorities where there is evidence that abuse has been inflicted. Education employees should:

1. Cooperate with school and community organizations to increase public awareness and understanding of child abuse.
2. Promote the development and use of materials to increase student awareness of child abuse.
3. Promote the development of a child abuse curriculum within the schools with emphasis on changing attitudes, awareness, and sensitivity to this problem in our society.
4. Encourage development of teacher preparation courses, and professional development programs that stress the identification of abused children and report procedures specified in Section 48.981 of the Wisconsin Statutes.

The Council also deplors all media exploitation, commercialization, glamorizations of physical, emotional or sexual abuse of children. 94

### **B-23 Student Labor**

The WEAC believes that excessive or unusual working hours are detrimental to a student's intellectual performance and academic success.

The WEAC believes that child labor laws need to be monitored, enforced, and strengthened by school boards, school staff, parent groups, business leaders and other community groups. 19

### **B-24 Student Rights and Responsibilities**

The WEAC supports the constitutional rights of students and believes that these rights carry with them a comparable responsibility. Student responsibilities include regular school attendance and adherence to school rules and regulations that are not in conflict with those constitutional rights. Progressive disciplinary procedures enhance optimum learning by promoting responsible behavior while ensuring the rights of all students to due process and an environment conducive to learning. Further, the Council believes that Boards of Education, in conjunction with local affiliates, should develop policies to identify disruptive behavior and prescribe, implement and evaluate disciplinary procedures that will reduce and correct unacceptable behavior. 19

### **B-25 Student Bill of Rights**

The WEAC stands in solidarity with students and believes that students should have a voice in their education. The Council believes in students organizing and formulating student bills of rights that promote social justice, recognize diversity, and uphold public education. The Council also believes that school funding reform is a necessity to allow the opportunity and resources for school districts to adopt and put into practice the principles contained in a student bill of rights. 15

### **B-26 Student Discipline**

The WEAC believes that discipline is essential in promoting optimum learning. Boards of Education, in conjunction with local affiliates, should develop policies and disciplinary procedures that will provide necessary administrative support to school employees for the maintenance of a positive and safe school environment. 96

### **B-27 Disruptive Students**

The WEAC believes that all students and public school employees have a right to be safe from injury or the verbal threat of injury inflicted by others. The Council further believes that appropriate use of restraint and/or seclusion may be necessary for the protection of a student or others. In order to promote optimal learning, the Council believes that any legislation regarding seclusion and/or restraint should reflect our members' and students' need for a safe, effective learning environment.

The Council believes any legislation on seclusion and/or restraint should ensure school employees' rights to use reasonable and necessary physical contact to provide a safe and effective learning environment. The Council furthermore believes that the judgment of the public school employee should be given deference in any legislation governing the use of seclusion and restraint. 19

### **B-28 Special Subject Education**

The WEAC believes that instruction in the arts and physical education is vital to a student's complete education.

The Council believes that all classes in the arts and physical education should be taught by a licensed specialist in an appropriately designed area outside the regular classroom.

The Council supports the concept of the library media center as an integral part of the school's instructional program. All school library media centers should be staffed by licensed media specialists. The Council opposes the replacement of licensed media specialists with non-licensed media specialists as a means of saving district funds.

Information access skills should be integrated into the school's curriculum through coordinated planning with classroom teachers.

The Council actively supports full funding and availability of special subject programs and staff. 19

### **B-29 Medication and Medical Services in Schools**

The WEAC believes that procedures should be established for students who must use prescribed medication or who need other medical services during school hours. Procedures should provide that:

1. Only medical personnel be required to administer such medication or perform such medical services, unless such duties are specified as part of a trained employee's negotiated job responsibilities.
2. A physician's written verification of the student's need for medication or services be required.
3. Written permission of the parent or guardian be required.
4. The initial dosage of medication not be given in the school except in life-threatening situations. Initial dosage is the first dosage administered from the prescription.
5. Each medication given be recorded on a medication log that includes date, time, and signature of the person giving the medication.
6. Medication be delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use.
7. Proper storage for the medication be available.

The Council also believes that education employees should be protected from all liability when the adopted procedure is followed. In addition, education employees should have the right to refuse without fear of disciplinary repercussions to administer medication and/or medical services for which education employees feel unqualified or when proper equipment has not been provided. Medical personnel must be provided additional training consistent with current medical practices by the district prior to performing the medical services in question. 19

### **B-30 Bullying**

The WEAC believes that school communities and work sites must be free from all forms of bullying including, but not limited to, physical and psychological bullying, and cyber-bullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Council recognizes that bullying can affect entire school communities and work sites. The Council also believes that its affiliates, collaborating with local school districts and institutions of higher education, should involve all stakeholders in developing comprehensive school-wide programs to address all forms of bullying. 14

## **C. Protect the Rights and Freedoms of Educators** **Promote Academic and Professional Freedoms of Educators**

### **C-1 Time To Teach**

The WEAC believes that "time to teach" refers not only to those hours during which an educator is actually teaching but also applies to those conditions that contribute to the student-teacher relationship. These include, but are not limited to, a reasonable, carefully defined workload, a duty-free lunch period, space in which to work, access to telephones, adequate and appropriate office equipment, access to technology and resources, freedom from interruptions during instructional time, sufficient unencumbered planning time, time to evaluate student progress, and time for implementation of federal and state legislative requirements.

The Council also believes that, at all levels and in all disciplines, adequate common planning time should be provided during the student day for employees to design programs to meet the needs of students. 17

### **C-2 Teach More, Test Less**

The WEAC believes over-reliance on high stakes standardized testing is undermining educational quality and equity by hampering educators' efforts to focus on the broad range of learning experiences that promote innovation, creativity, problem solving, collaboration, communication, critical thinking, and deep subject matter knowledge that will allow students to thrive as citizens. The Council further believes the increasing focus on such testing has particularly negative effects on low income students, English language learners, children of color, and those with disabilities.

The Council further believes the goal of public education is to provide students with in-depth knowledge in a wide range of subjects, to foster their moral, ethical, physical, social, and emotional development, to ensure career readiness, and to promote active citizenship. The Council believes the commitment of substantial resources to testing and evaluation diverts those same resources from the educational needs of students and the professional development needs of teachers who wish to align their skills to the real needs of students.

The Council further supports a parent's right to opt out or refuse a test at all grade levels. The Council believes the DPI should provide parents and guardians with a timely explanation of the rationale, intended use, consequences, and costs associated with any state or federal-mandated tests. The Council also believes DPI should provide parents and guardians with the procedure to excuse students from testing. 16

### **C-3 Assessment and Standardized Assessment**

The WEAC recognizes that standardized achievement tests are used for a variety of purposes, including public accountability. However, the primary purpose for administering these tests should be to improve teaching and learning.

The Council believes that both state and district assessment programs should:

- Be based on clearly defined and reasonable content standards.
- Follow best practices including formative strategies, benchmark assessments and summative assessments.
- Use assessment instruments (tests) that are bias-free to the fullest extent possible and have a process to review possible unintended consequences.
- Include multiple measures of student learning.
- Allow for modifications/accommodations, or alternatives, for students with special needs and English Language Learners.
- Enhance instruction and student learning.
- Be provided with adequate resources, including funding and time.
- Provide educators with professional development to help them use the results to improve teaching and learning.

The Council opposes the use of standardized test results, including "value-added" measures, for determining the effectiveness of teachers, administrators, educational support staff, schools, or school districts. All test scores, as well as all measures of value-added, are estimates. For this reason, confidence intervals (99% level is recommended) should be reported and used. In addition, any value-added model that is used should include student and family demographic data in the analysis and subsequent reporting. The Council also opposes the allocation of educational funding, or the application of sanctions, based on the results of standardized achievement testing.

The Council further believes that state and district assessment programs should not be the basis for comparing schools or the sole measure for determining graduation or promotion. 11

### **C-4 Academic Freedom**

The WEAC believes academic freedom is the right of the learner and one's teachers to explore, present, and discuss divergent points of view in the quest for knowledge and truth.

Controversial issues should be a part of instructional programs when judgment of the professional staff deems the issues appropriate to the curriculum and to the maturity level of the student.

In order to achieve this, procedures must be established which guarantee that the professional staff has the right to select materials, methods, and strategies that it believes to be most appropriate without censorship or legislative interference. Challenges on the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The Council further believes professional freedom includes the teacher's rights to evaluate, to criticize, and to advocate one's personal point of view concerning the policies and programs of the schools. This includes having the right and assuming the responsibility to report to appropriate agencies those local school district practices and policies which have a deleterious effect on the educational system or are in violation of state and federal laws and regulations.

The teacher also has the right to assist colleagues when their academic or professional freedom is violated. 17

### **C-5 Grade Integrity**

The WEAC believes that teachers are the best judges of student educational performance and therefore have a responsibility to establish student evaluation criteria and grading practices as befits their instructional objectives. The Council condemns pressure brought to bear by administrators, school boards and parents in attempts to influence teachers to alter student grades on individual assignments or records. 93

### **C-6 Scientific Creationism**

The WEAC supports and affirms the constitutional principle of the separation of church and state. Whereas, associations of science educators, the Wisconsin Department of Public Instruction, and the Supreme Court of the United States (*Lemon v Kurtzman* 1971 and *Edwards v Aguillard* 1987) have found "scientific creationism" to be a religious doctrine, we oppose any requirement to teach "scientific creationism" as a scientific theory or fact in the public schools in Wisconsin. The Council recognizes the right, if not the obligation, of science teachers to teach the scientific theory of evolution in the public schools and will support that right through legal means. 94

### **C-7 Accountability**

The WEAC recognizes that the term "accountability" as applied to public education, is subject to varied interpretations. The Council believes that educational decision-making is a responsibility shared by education employees, legislators, other governmental officials, school boards, administrators, parents and taxpayers. The Council believes education employees can be held accountable only to the degree that these other parties are also held accountable. 17

### **C-8 Professional Involvement**

The WEAC believes that education employees are most effective when they are given opportunities to participate in all areas of decisionmaking. These areas must include:

1. Direct input into courses offered,
2. The allocation of funding under the federal Elementary and Secondary Education Act (ESEA),
3. Authority in determining materials to be purchased under all budgeting practices,
4. Input into planning and designing of school construction and remodeling,
5. The choice to participate in determining school policies,
6. The right to be paid released time to participate in professional improvement through conventions, workshops, and conferences,
7. The right to paid released time to present testimony before governing bodies which establish educational policy, and
8. The right to paid released time to serve on local, state, or national committees.

Professional involvement by education employees must be allowed in a manner that does not overburden an employee's workload or create excessive demands on an employee's time. Education employees must be assured that their professional involvement will in no manner jeopardize their employment status. 03

### **C-9 Site-Based Decision-Making**

The WEAC supports site-based decision-making processes that are based on contractual and/or formal agreements between districts and local associations. The Council believes that the scope of local site-based decision-making should be limited only by the contractual and/or formal agreement. The Council further believes that such agreements must include the following elements:

1. Voluntary participation by local sites.
2. A district-association structure for processing conflict resolution.
3. An agreement on the scope of decision-making authority available to sites.
4. Any site-based decision which would violate a negotiated contract must receive a waiver from the local bargaining unit specifying exact parameters and timeline. Waivers would be non-precedent-setting.
5. Constituent representation appropriate to the site and selected by each constituency in conjunction with the local bargaining unit.
6. Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation.
7. Compensation and/or release time for participating staff members. 92

## **Protect the Rights of Educational Employees and Advance their Interests and Welfare**

### **C-10 Political Rights**

The WEAC believes that every education employee has the right and obligation to be a politically active and informed citizen. The Council recommends that written personnel policies guarantee all education employees full equality with other citizens in the exercise of those rights and responsibilities.

The Council believes that education employees and other citizens should promote better education by endorsing candidates for political office and/or participating in political campaigns. Education employees should refrain from exploiting the institutional privileges of their professional position to promote candidates or parties.

Education employees should be granted leaves of absence from their contracts when elected to full-time public office. 17

### **C-11 State Investment Board**

The Council supports the position that the State of Wisconsin Investment Board has the sole responsibility to determine the investments of retirement funds. The Council opposes any and all attempts of the state legislature to mandate investment criteria upon the State of Wisconsin Investment Board. 95

### **C-12 Counterpart Coalitions**

The WEAC strongly endorses the establishment of coalitions with other public employee organizations. The Council believes officers, staff, and local affiliates should explore relationships with other public employee organizations and to establish counterpart coalitions at the local level that will contribute to the goals and programs of the NEA, the WEAC and its affiliates. 17

### **C-13 Public Sector Cooperation**

The WEAC shall work with local associations and Regions in the development of community relations programs with the goal of forming a partnership with the public to solve educational problems. Furthermore, the Council shall provide assistance to local associations and Regions to promote leadership training programs that promote public sector cooperation.

The Council also believes that communities should develop coalitions with the cooperative goals of being aware of each other's needs, rights, and perspectives as they relate to providing quality educational opportunities and employment for students. 14

### **C-14 Collaboration**

The WEAC believes that quality education requires team planning and collaboration.

The Council believes collaboration is a valuable professional development vehicle and is most effective when teams of educators have shared vision, engage in collective inquiry, are action-oriented, commit to continuous improvement and focus on results.

This collaboration time must be in addition to the regular uninterrupted daily planning time guaranteed to all educators. 09

### **C-15 Differentiated Staffing**

Because all members of the instruction team function as interrelated influences on students' education, the WEAC believes that differentiated staffing is detrimental to the school environment, and strongly opposes adoption of unilaterally imposed staffing plans and will assist any local affiliate in its opposition to the same. 93

**C-16 Teacher Workload**

The WEAC believes that the classroom teachers' maximum workload should be geared to the improvement of individualized instruction. 13

**C-17 Technology's Effect on Educator Workload**

The WEAC supports efforts to use technology to improve the quality of instruction in local schools and to enhance the working conditions of members.

The Council believes that instructional technology should be used to support but not supplant educators. The Council encourages its local affiliates to negotiate provisions in their collective bargaining agreements to deal with technological factors in educational delivery systems and to protect members' rights.

Education employees must be involved in all aspects of technology utilization. Individuals who teach classes over interactive telecommunications networks should be given sufficient time to prepare for their classes.

The Council believes that instructional technology should be used to support instruction, but no reduction of positions, hours, or compensation should occur as a direct or indirect result of any technological programs. 13

**C-18 Teacher Preparation Time**

The WEAC believes adequate, uninterrupted preparation time for all educators on a daily basis is integral to providing a quality education. 12

**C-19 Adequate Physical Facilities**

The WEAC believes that an education employee must have an adequate and secure work space. These areas are to be included within the classroom setting where appropriate. If such work space is not available or appropriate in the classroom, then it should be provided in a space contiguous to necessary resource materials.

The Council further believes that facilities for personal hygiene, separate from student facilities, should be included within the school. 14

**C-20 Safe School Environment**

The WEAC believes that all educational facilities must be safe from all environmental and chemical hazards. The Council supports the establishment and vigorous enforcement of standards to ensure health and safety.

The Council believes that education employees, students and their families must be notified of potential hazards and the action plan for corrections. The Council also believes that the affected school districts have the responsibility to notify the public of these hazards.

The Council further believes that when facilities are altered or repaired, they do not create additional health hazards. Education employees required to handle hazardous materials must be given ongoing training in appropriate safety procedures. 91

**C-21 Safety and Well-Being of Education Employees and Students**

The WEAC and its affiliates shall work together to insist upon development and enforcement of laws, district and building policies to guarantee the safety of education employees and students. The Council believes school districts must develop and implement policies that control access to buildings and keep students and staff safe from violence in schools.

The Council believes that when education employees are victims of physical attack, verbal abuse, or sexual or other harassment they should receive the full support of their employer in pursuing legal action and reimbursement for damages to their person or property.

The Council further believes that education employees should have the right to bring suit against the legal party who brought forth false allegations or caused harm to them, in order to cover damages, emotional duress, pain and suffering, and time lost.



The Council also believes that education employees must take the responsibility to call attention to student use of physical attack or intimidation, verbal abuse, or sexual or other harassment to another student so that appropriate action may be taken.

The Council encourages its affiliates to develop curriculum within the schools leading students to the awareness and prevention of such abuses or harassments by any individuals. Further, the Council encourages its affiliates to cooperate with court systems to secure strict enforcement of law in cases involving such disturbances in the public schools. 07

### **C-22 Professional Leave**

The WEAC believes education employees should be provided with opportunities to study, update technical skills, travel, share experiences and ideas, participate in professional activities, and continue their education. Boards of education, state agencies, and legislative initiatives should encourage such activities by granting paid sabbatical and other types of leave, including business and industry internships. Education employees granted such leaves should be protected with respect to re-employment, seniority, maintenance of contract, insurance benefits, and allowance to match both the employer and employee contributions to the Wisconsin Retirement Fund in order to receive full credit for the term of the leave. 94

### **C-23 Media**

The WEAC recognizes the fact that the media have an effect on the education of the public. The Council further recognizes that children are an especially vulnerable audience. Therefore, the Council believes that the media have an obligation to provide full, constructive, balanced and accurate presentations. Media, including the Council's, should include modifications for persons with disabilities as appropriate. 03

### **C-24 Annual Certification Elections**

The WEAC believes the annual certification requirements of Act 10 were designed as an attack upon unions and creates an unreasonable and unjust burden for local associations who wish to maintain their status as certified bargaining representatives. 14

### **C-25 Good-Faith and Collective Bargaining**

The WEAC strongly believes that all public and private employees have the right to collectively bargain salary, wages, benefits, hours, and working conditions in good faith with their employer. As long as general municipal employees are denied the right to collectively bargain and access to arbitration, the WEAC believes the right to strike, as recognized for workers under the National Labor Relations Act, should be extended to all general municipal employees. 15

### **C-26 Meet and Confer**

The WEAC believes that a quality public education system requires the input of educators, and as long as the Legislature stifles this input by prohibiting collective bargaining over subjects other than base wages, school boards and administration should meet and confer in good faith with local education associations over wages, hours, and working conditions. 14

### **C-27 Individual Teacher Contracts**

The WEAC believes that, after good-faith negotiations, school boards should provide teachers with fair and reasonable individual contracts. 14

### **C-28 Employee Handbooks**

The WEAC believes that good-faith bargaining and/or contracts supersede employee handbooks. The Council further believes employee handbooks, if created, should be included in contract negotiations and/or in cooperation and collaboration with the local association(s). 12

### **C-29 Cyber-interaction**

The WEAC supports First Amendment rights for all its members. Due to ever-changing technology, the WEAC believes that professional development needs to be available regarding the safe and professional use of cyber-media, such as electronic mail, Internet use, social networking, texting, and instant messaging, whether on the employer's network or personal digital devices.

The Council believes:

1. Members should use professional judgment and exercise caution with all cyber-media as members may be seen as role models in the community; members may be held to a higher standard, and these interactions may be permanent.
2. Members should educate themselves and seek training in all district policies involving cyber-media, to avoid undermining their employer or otherwise disrupting their workplace environment or interfering with their job performance.
3. Members should be knowledgeable that First Amendment rights may be limited when they speak in their roles as public education employees and their contractual rights may be limited during probationary periods.
4. Members should be involved in planning, writing, and implementing workplace policies regarding social media. 11

### **C-30 Assignment Outside of Licensure / Certification**

The WEAC recognizes that it is the responsibility of teachers to hold proper licensure/certification to teach in the state of Wisconsin. However, it is equally important for administrators to know of a teacher's licensure/certification in assigning any teacher.

The Council believes that the DPI and the WTCSB should impose penalties on districts in which administrators assign teachers outside their area of licensure/certification or hire teachers who are not properly licensed/certified.

The Council opposes the release of an individual employee's professional qualifications. 03

### **C-31 Substitute Teachers**

The WEAC believes in the use of licensed/certified individuals as substitute teachers, preferably in the subject matter for which they are substituting. 12

### **C-32 Negotiations Objectives**

The WEAC supports a collective bargaining statute that includes mediation/arbitration for all education employees. Legislative concerns are outlined in the annually adopted Legislative Program.

The Council believes that every local Association should negotiate a master contract that works toward the Negotiations Goals as established by the Negotiations Guidelines for Local Affiliated Associations. 99

### **C-33 WTCS Staffing**

The WEAC supports the use of bargaining unit personnel in the Wisconsin Technical College System. The Council encourages the expansion of WTCS bargaining units to include all non-management professional employees regardless of when they perform their work or the percentage of load carried. The Council further encourages the consolidation of part-time positions into full-time positions. The Council opposes using or hiring uncertified persons as regular full-/part-time instructors within the WTCS. 95

### **C-34 Educators in Federal and State Agencies**

The WEAC believes that educators who are employed by the State of Wisconsin should have the same negotiating rights as members employed by municipalities and school districts.

Further, the Council believes that in any classification series in the State of Wisconsin civil service system that hires new employees above the minimum (HAM), all members in that classification will be upgraded to achieve parity.

The Council will provide legislative and professional support to those employed in federal, state and local correctional and rehabilitation institutions, in hospitals and in other custodial agencies.

The Council further believes teachers and librarians employed in state correctional institutions should have the same protective status for retirement purposes as correctional officers and municipal police and firefighters. 99

### **C-35 Strike Breaking**

The WEAC believes that when an authorized picket line is established, crossing it is strike breaking and unprofessional, and jeopardizes the welfare of members and the educational process. The Council also denounces the practice of keeping school open during a strike. 12

### **C-36 Subcontracting**

The WEAC believes that public employees should not be displaced by private sector providers. The Council believes that school districts should not enter into subcontracting agreements that transfer education employees or that abrogate previously contracted benefits, reduce compensation, deny fringe benefits, and/or reduce or eliminate accumulated retirement experience and benefits. Further, the Council believes securing and retaining skilled, knowledgeable and experienced education employees with proper licenses for positions requiring licensure is paramount to quality educational programs in Wisconsin. 95

### **C-37 Teaching Staff Reduction**

The WEAC encourages its affiliates to negotiate master contracts providing a definite procedure to be utilized should a reduction in force occur.

Criteria for a reduction in force (RIF) which affiliates may wish to negotiate should include, but not be limited to, seniority; maintenance of a given ratio of minority teachers to white teachers; objectivity; nondiscrimination; uniformity of application and affirmative action.

The Council believes, should RIF become necessary, the number of administrators shall be reduced at least in proportion to the number of teachers being reduced.

Contracts should also establish recall procedures that provide priority job opportunities to teachers unemployed because of reductions in force. Neighboring districts are encouraged to establish procedures on a regional basis that would provide priority hiring of laid-off teachers. 93

### **C-38 Compensation for Student Needs Meetings**

The WEAC believes that all education employees required to be in attendance at IEP, Section 504, and at-risk student meetings and/or student staffing that occur during their preparation time or before or after school hours be compensated at the district's negotiated hourly rate. 99

### **C-39 School-Related Duties**

The WEAC commends those boards of education who provide adequate financial and time consideration to those individuals who assume the supervision and control of extra school-related duties and activities. Teachers should not be required to accept these assignments. 93

### **C-40 Retirement**

The WEAC shall provide leadership in promoting education employees' interests in retirement issues. Every effort should be made to maintain or improve existing retirement benefits.

The Council further believes that funds should be invested prudently to obtain the best possible return. Benefits paid to retirees should maintain at least an annual cost-of-living adjustment. Fully paid comprehensive health insurance should be made available to retirees, their spouses, domestic partners, and/or dependents.

The Council supports efforts that allow education employees to transfer experience from other states into the Wisconsin Retirement System. 94

### **C-41 Retirement Military Service Credit**

The WEAC believes the state legislature should enact legislation to allow Wisconsin Retirement System ("WRS") participants to receive military service credits for military service provided at any time, regardless of whether the participant returns to the same or another WRS employer, and even if the military service was used to receive a federal retirement benefit. 15

### **C-42 Grievance Procedure**

The WEAC believes that grievance procedures must be provided in the master contract with definite, timely steps to appeal the application or interpretation of employer policies, agreements, and practices. Binding arbitration should be the final step of the grievance procedure. 95

#### **C-43 School Calendar**

The WEAC believes that school calendars should not be legislatively fixed and should be based on local negotiations. The Council further believes that any increase in the length of the mandated school year be accompanied by proportional increases in salaries and fringe benefits. 95

#### **C-44 Bargaining Unit Membership**

The WEAC opposes attempts to weaken local bargaining units by assigning members of the unit tasks which will exclude them from the unit. It encourages local affiliates where such attempts are made to insist that these positions not include any teaching responsibilities. 79

#### **C-45 Housing for Educators**

The WEAC believes that all education employees must be free to reside in the communities of their choice. Local affiliates should actively resist any attempt to limit this freedom. The Council believes that open occupancy in housing must be enforced. 94

#### **C-46 Religious Holiday Leave**

The WEAC supports the right of education employees to observe religious holidays without discrimination and/or loss of income or personal contractual leave other than that designated for religious holidays. The Council encourages its local affiliates to negotiate leave for religious holidays. 95

#### **C-47 Competency Testing of Educators**

The WEAC believes that there is no one standard that can be used in hiring practices; therefore, competency testing must not be used as a condition of employment, continuing employment, license retention, or promotion. 03

#### **C-48 Basic Contract Standards**

The WEAC believes that collective bargaining agreements between education employees and their employers should contain certain standard contractual concepts. Therefore, the Council encourages its locals to negotiate agreements that include:

1. A grievance procedure that terminates with final and binding arbitration.
2. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security.
3. A seniority list that is updated, published, and distributed annually.
4. Transfer rights, layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance.
5. Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, long-term care, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners and their families.
6. Membership in the association or the payment of a fair-share fee as a condition of employment.
7. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions.
8. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit.
9. Specified class size, teaching load, and job description.
10. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit.
11. Nondiscriminatory, fair, and equitable treatment of bargaining unit members.
12. Contractually defined procedures for evaluation and promotion.
13. Released time for association business with full pay and fringe benefits.
14. Parental/child rearing leave for employees to provide care for natural or adopted children.
15. Contractually defined procedures for ensuring education employee decision-making in curriculum design, staff development and related instructional management and reporting systems.
16. Salary schedules based upon preparation, professional growth, and length of service and excluding any form of merit pay except in institutions of higher education where it has been bargained.
17. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay.
18. Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay.
19. Clearly defined bargaining unit membership.

20. Placement on the salary schedule based on qualifications and number of years of experience in the profession.
21. A guaranteed safe and healthy working environment.
22. The school calendar.
23. Protection from unilateral changes in terms or conditions of employment.
24. Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance learning, and to guarantee that technology and distance learning are not used to supplant employees.
25. Language stating that education employees own the copyright or patent for materials that they create in the course of their employment. 03

### **C-49 Salaries and Benefits**

The WEAC believes that salary and benefit structures for education employees are matters for collective bargaining.

The Council believes that salary schedules should:

1. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service.
2. Assure that initial placement and advancement on the salary schedule are nondiscriminatory.
3. Be independent of national certification unless the impact of any national certificate is determined through the collective bargaining process.
4. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation.
5. Assure that salaries paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, serving as a teacher mentor, and extra duty is not less than the rate for regular pay.
6. Assure that salaries paid in non-traditional adult and alternative programs be the same as salaries paid in traditional programs and that any personnel serving lower socioeconomic groups not be paid less than equivalent educational professionals providing similar service to higher socioeconomic groups.
7. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage classroom teachers to remain in the classroom and support professionals in the educational setting.
8. Define "salary increase" to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule - exclusive of incremental adjustments - and all basic benefits.

The Council further believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding. Extra duties performed by education employees shall be on a voluntary basis and shall be accompanied by equitable extra duty pay.

The Council believes that performance pay schedules, such as merit pay, are inappropriate.

The Council shall seek the repeal of laws limiting salaries and benefits for education employee(s).

The Council believes that there should be no limit to the number of years of experience an education employee can transfer.

The Council further believes that education employees should be provided with benefits including, but not limited to:

#### 1. Comprehensive insurance program

- a.) Health
- b.) Dental
- c.) Vision
- d.) Hearing
- e.) Life
- f.) Legal
- g.) Workers' compensation
- h.) Long-term care

## 2. Paid leaves

- a.) Sick leave with unlimited accumulation
- b.) Personal leave with unlimited accumulation
- c.) Bereavement leave
- d.) Parental leave, including adoption
- e.) Dependent care leave
- f.) Sabbatical leave
- g.) Professional leave
- h.) Association leave
- i.) Religious leave

## 3. Additional remuneration

- a.) Severance pay
- b.) Unused sick leave
- c.) Tuition reimbursement
- d.) Retirement compensation
- e.) Unemployment compensation
- f.) Benefit extension for laid-off employees

## 4. Personal assistance

- a.) Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
- b.) Employee assistance program
- c.) Reimbursement for damages to or loss of personal property at work site
- d.) Child care center
- e.) Wellness programs
- f.) An opportunity to participate in a negotiated flexible benefit plan authorized by Section 125 of the U.S. Federal Tax Code.

The Council believes that education employees should have equal access to all benefits, including comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Council also believes that comprehensive health insurance, long-term care, life insurance, and long-term disability insurance should be provided for education employees on official leave of absence or parental leave.

The Council further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, vision care, and long-term care programs of the school district, educational system, or institution.

The Council believes that, if school districts consolidate or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. 03

### **C-50 Infectious Diseases / Hepatitis B**

The WEAC believes employees who suspect that they are in danger of contracting hepatitis B in connection with their work duties shall be inoculated against such disease at the employer's expense. Any employee who contracts an infectious disease such as hepatitis B while performing work-related functions and who loses work time as a result shall not be charged with sick leave for any work time lost. 17

### **C-51 Equal Rights/Affirmative Action**

The WEAC believes that personnel policies and practices must not discriminate against individuals because of race, color, national origin, religious beliefs, residence, disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation.

The Council supports the development and implementation of affirmative action plans and procedures that will encourage employment and advancement opportunities at all levels within school districts and the United Education Profession.

It may be necessary, therefore, to give preference in recruitment, hiring, retention, and promotion policies to certain ethnic-minority groups or women or men to overcome past discrimination. 88

#### **C-52 Membership Rights**

The WEAC promotes the organizing of preschool through post-secondary teachers and education support professionals. The Council believes these individuals have the right to participate fully in the professional association. Members representing a wide range of different cultural, ethnic, and racial identities should have positions on committees, opportunities to attain leadership, and the right to represent their local and state associations. Policies should be established to ensure these rights. 95

#### **C-53 Defense of Education Employees**

The WEAC will support any member whose professional or political status or rights have been menaced or unfairly restricted. Where legal and other restrictions prevent education employees from exercising these rights, the Council will support local affiliate efforts to remove such restrictions.

The Council pledges to continue its support to education employees in retaining their positions when threatened with transfers, demotions, dismissals and being passed over for promotions. 89