

Governance Documents Committee

Proposed Resolutions to the 2021 Representative Assembly

The following report includes new Resolutions and amendments to current Resolutions. This year's report includes items reviewed by the Governance Documents Committee in February 2020 and February 2021. The italicized two-digit number at the end of the resolution indicates the most recent year in which the resolution was amended. If amendments are adopted by the delegates, the year will be changed. Also, if amendments are adopted, renumbering of resolutions will occur as appropriate.

NEW RESOLUTIONS

NEW A-14 - Democracy and Citizenship (modeled after NEA Res. B-60. Democracy and Citizenship Education)

The WEAC believes that education about democracy and the rights and responsibilities of citizenship is essential for the survival of American democracy. The cornerstone of such education should be the United States Constitution and the Bill of Rights. The Council also believes that democratic ideals should be practiced as part of the total education process. The following concepts should be an integral part of the curriculum within public schools and other educational institutions:

- The dignity and worth of the individual.
- Due process of law.
- Rule of the majority tempered by respect for minority rights.
- Individual responsibility.
- Equal justice under the law.
- Civil liberties as guarantors of individual rights.
- One-person—one-vote.
- Active citizen participation in all aspects of public affairs.
- Freedom of religion, speech, the press, petition, and assembly.

The Council encourages educators and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students responsible citizenship.

NEW B-6 – Black Lives Matter in Schools

The WEAC supports the observation of “Black Lives Matter at School Week” in all Wisconsin public school districts to focus on the need to:

- Replace policies and practices that result in the disproportionate discipline of students of color with restorative practices.
- Establish African American and other critical ethnic studies in schools.
- Increase the hiring, training, and support of Black teachers and other teachers of color.

The WEAC supports educators working with administration to develop and present activities for students that week that address the critical issues raised by the Black Lives Matter movement.

NEW B-8 -Voting Rights and Voter Education (Modeled after NEA Res. H-3. The Right To Vote)

The WEAC recognizes the right to vote as a constitutional right guaranteed to all eligible citizens. The Council supports voting and absentee provisions that are accessible, simplified, accurate, reliable, and verifiable for all elections and further supports election administrations that provide for open, fair, secure, and publicly verifiable ballot counting.

The Council supports voter education programs and uniform and simplified registration requirements, without restrictive residency provisions or restrictive identification requirements, and measures to make voting more convenient and accessible. These measures include, but are not limited to:

- Automatic, same day and online voter registrations.
- Preregistration for 16 and 17-year-olds.
- No-excuse early and absentee voting.
- Making registration and ballot materials available in multiple languages.
- Designating election days as holidays.

The Council supports actions that encourage a fair and open voting process.

NEW B-9 - Confronting Institutional Racism in Schools

The WEAC acknowledges systemic racism permeates American society and culture, including our public schools. As a union of educators, the Council is obligated to advance the policy changes necessary to achieve racial equity in our schools. The Council is committed to collaborating with school district administrators and board members to effectuate much needed changes. We support school districts acting with urgency and taking the following first steps:

- Create a safe environment for students and staff to discuss race. Provide staff with the training and support necessary to have these conversations in a sensitive and age-appropriate way without fear of discipline.
- Educate students and staff about both conscious and unconscious racial bias and other prejudice. Recognize that everyone, regardless of race, can have unconscious racial bias. Give staff and students the tools needed to examine their own biases, privilege, and lack of awareness surrounding issues of race.
- Replace policies and practices that result in the disproportionate discipline of students of color with restorative practices.

- Evaluate whether existing School Resource Officers (“SRO”) or similarly-situated law enforcement personnel are necessary and beneficial to maintain safety in schools or whether their presence has an overall negative effect on student learning and social development. If the decision is made to utilize SROs or similarly-situated law enforcement personnel, ensure they have been trained in nonviolent de-escalation techniques and are called upon to intervene only where absolutely essential.
- Invest in school clubs, activities, and programs that empower students of color to have a voice in the school community.
- Develop policies that allow educators to display symbols and messages that promote inclusivity and create safe spaces for students and families.
- Develop policies that prohibit language and symbols in schools that promote racially-motivated stereotypes, hatred, and violence.
- Establish African American and other critical ethnic studies in schools.
- Increase the hiring, training, and support of Black teachers and other educators of color.
- Ensure equal access to the internet, technology, and educational resources for students of color in schools and in their homes.
- Collaborate with union representatives to discuss the sources of institutional racism that continue to threaten equity, fairness, and justice and to produce the critical changes needed to achieve racial healing and justice.

NEW B-10 - Hate-Motivated Violence (Modeled after NEA Resolution I-52 Hate-Motivated Violence.)

The WEAC believes that acts or threats of hate-motivated violence, including, but not limited to, physical and verbal violence against individuals or groups because of their race, color, national origin, religion, gender, sexual orientation, gender identity, age, disability, size, marital status, or economic condition are deplorable. The Council also believes that federal, state, and local governments and community groups must oppose and eliminate hate-motivated violence and that current events and/or economic conditions should not diminish such opposition. The Council recognizes the danger of White supremacist groups and all media sources that promote hateful speech and actions, and the continuation of institutional racism. Further, the Council recognizes the danger of any group that marginalizes anyone based on race, color, national origin, religion, gender, sexual orientation, gender identity, age, disability, size, marital status, or economic condition. Therefore, educators must take a significant role in countering the effects of such speech, actions, and racism on our students, families, and communities.

NEW B-32 Resolution – Screen Time

The WEAC supports efforts by educators and parents/guardians to establish developmentally appropriate screen time limits for children and adolescents.

NEW C-22 - School Emergency Plans (Premised on NEA Res. C-14. School Emergency Plans)

The WEAC believes the safety of all students and staff should be first priority. The Council also believes that schools, school districts, and school transportation systems must have written plans, developed in collaboration with the union, that delineate procedures that include, but are not limited to, emergencies, lockdowns, violence, evacuations, weather-related conditions, communicable diseases, and pandemics.

Plans must include rapid reaction criteria and procedures coordinated with on-campus, community, other appropriate first responders, and, in the case of plans addressing communicable diseases or pandemics, local health departments. Emergency plans for each school site must be developed collaboratively by the union and administration in partnership with caregivers and the community. The safety of students and staff must be given top priority in the development of emergency plans. Plans must be informed by credible, current, and vetted resources.

The Council believes that emergency situations that lead to school closures should not result in the layoff or furlough of staff.

The Council further believes that for these plans to be effective, they must be practiced and updated on a regular and consistent basis. Adequate training of all school staff is vital to the success of any school emergency plan. Plans must include stress management/counseling strategies as well as follow-up care for students and staff when appropriate.

AMENDMENTS TO RESOLUTIONS – bulleted items in C-8, C-9 and C-29 were previously numbered

A-6 Distance Education and Virtual Schools – Replaced with new A-6 – see below

~~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-6 - Virtual and Distance Education

The WEAC believes in-person, face-to-face instruction and interaction between educators and students is essential to the educational process. However, in extraordinary circumstances, replacing in-person classroom instruction with virtual or distance education may become necessary. The WEAC believes that, whenever virtual or distance education are offered, educational providers must provide quality education and meet the standards demanded and expected in face-to-face public educational settings.

This requires:

- Students have equal access to the internet, required technology, and equipment regardless of race, ethnicity, language, or socio-economic status.
- Virtual curriculums be developmentally appropriate and differentiated to meet individual student needs.
- School districts have equal access to the resources necessary to make full use of virtual learning and to support all students in meeting their academic potential through virtual learning.
- School districts offer student-teacher and support staff ratios in virtual learning programs, comparable to student-teacher and support staff ratios for face-to-face instruction.
- Educators provide direct, individualized synchronous feedback to students on a regular basis in the virtual learning environment.
- Only certified educators trained in the use of technology and virtual instruction engage in the virtual education process.
- School districts provide educators with sufficient preparation time and reasonable hours of work and conditions of employment in the virtual learning environment.
- No school district reduce positions, hours, or compensation of educators as a direct or indirect result of virtual learning programs.
- School districts meet and confer with local associations to develop sound policies and practices related to virtual instruction.
- Educators take an active role in the development of standards, assessments, and other tools necessary to ensure the success of all students in the virtual learning format.

A-7 Telecommunications Access to Instructional Technology and Devices 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, ~~student, and educator~~ should have equal access to the resources necessary to make full use of ~~telecommunication~~ technology. 10

A-8 Achievement and Opportunity Gap / Society Gap The WEAC recognizes that students of all races ~~and~~ ,ethnicities, language backgrounds, and socio-economic, and disability statuses 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 ~~and~~ ,ethnicities, language backgrounds, and socio-economic, and disability statuses 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 the impact of institutional racism on achievement and opportunity gaps. The Council acknowledges 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-caregivers~~ and children; providing positive role models, mentors, and tutors; making affordable, quality child-care more readily available; providing equal access to technology; 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-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 technology](#), distance learning, and virtual schools on education employees should be subject to local collective bargaining agreements. 03

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, **appropriate** 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~~ **20**

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~~ marginalized and minority groups.

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 ~~the a parent's~~ right of parents and guardians 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 federally-mandated tests. The Council also believes ~~the~~ DPI should provide parents and guardians with the procedure to excuse students from testing. ~~16~~ 20

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~~ inform instruction teaching and improve 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~~ disabilities and English Language Learners.
- Enhance instruction and student learning for groups and individual students.
- Be provided with adequate resources, including funding, ~~and time,~~ and training in test administration.
- Provide educators with professional development to help them use the results to improve teaching and learning.
- Be developed after consultation and in collaboration with NAACP and other representative organizations.

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~~ 20

C-4 Academic Freedom

The WEAC believes academic freedom is the right of ~~the learners~~ 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(s).

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~~ they deem 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~~ 20

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~~ 20

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. ~~Thus,~~ we oppose any requirement to teach "scientific creationism" as a scientific theory or fact in ~~the Wisconsin~~ 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~~ 20

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/guardians, and taxpayers. The Council believes education employees can be held accountable only to the degree that these other parties are also held accountable. ~~17~~ 20

C-8 Professional Involvement

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

- Direct input into courses offered.;
- The allocation of funding under the federal Elementary and Secondary Education Act (ESEA).;

- Authority in determining materials to be purchased under all budgeting practices.;
- Input into planning and designing of school construction and remodeling.;
- The choice to participate in determining school policies.;
- The right to be paid released time to participate in professional improvement through conventions, workshops, and conferences.;
- The right to paid released time to present testimony before governing bodies which establish educational policy.;
- The right to paid released time to serve on local, regional, 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. ~~03-20~~

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:

- Voluntary participation by local sites.
- A district-association structure for processing conflict resolution.
- An agreement on the scope of decision-making authority available to sites.
- 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.
- Constituent representation appropriate to the site and selected by each constituency in conjunction with the local bargaining unit.
- Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation.
- Compensation and/or release time for participating staff members. ~~02-20~~

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. ~~09-20~~

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 technology networks should be given sufficient time to prepare for their classes. The Council believes that where educator workload becomes unmanageable due to the implementation of virtual instruction or virtual/ in-person hybrid instructional models, additional staff should be hired.

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. 1320

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 ~~de~~ should not create additional health hazards. Education employees required to handle hazardous materials must be given ongoing training in appropriate safety procedures. 94-20

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 recognizes evidence that schools are overwhelmingly safe environments. The Council believes potential threats to safety should be identified.

Any school safety drills should:

- Be based on evidence of their effectiveness.
- Be designed in conjunction with appropriate community groups.
- Incorporate input from educators and other stakeholders.
- Have minimal negative effects on participants and the learning environment.
- Include stress management/ counseling strategies as preparation and follow-up care for students and staff.

The Council believes that when education employees are victims of physical attack, verbal abuse, ~~or sexual harassment,~~ or other harassment, they should receive the full support of their employer in pursuing legal action and reimbursement for damages to their person and/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 harassment,~~ or other harassment, ~~to~~ of 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-~~20

C-23 Media

The WEAC recognizes ~~the fact that the media have an effect on~~ influences the education of the public perception. The Council further recognizes that children are an especially vulnerable audience. Therefore, the Council believes that the media ~~have~~ has an obligation to provide full, constructive, balanced, and accurate presentations. Media, including the Council's, should be accessible ~~include modifications for to~~ persons with disabilities ~~as appropriate.~~ ~~03-~~20

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:

- 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 should be aware that their ~~these~~ interactions may be permanently recorded.
- 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.
- 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.
- Members should be involved in planning, writing, and implementing workplace policies regarding ~~social~~ cyber-media. ~~11-~~20

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. 03-20~~

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-365 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. 95-20

C-376 Teaching Staff Reduction

The WEAC encourages its affiliates to work with school districts to develop the to negotiate master contracts providing a definite procedure to be utilized should a reduction in force ("RIF") occur.

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

The Council believes, should a 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. ~~93-20~~

C-387 Compensation for Student Needs Meetings

The WEAC believes that all education employees required to ~~be in attendance at~~ attend IEP, Section 504, and at-risk student ~~meetings and/or student-centered staffing meetings~~ that occur during their preparation time or before or after school hours should be compensated at the district's negotiated hourly rate. ~~99-20~~

C-440 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. ~~15-20~~

C-421 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. ~~95-20~~

C-487 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:

- A grievance procedure that terminates with final and binding arbitration.
- 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.
- A seniority list that is updated, published, and distributed annually.
- Transfer rights, layoff and recall based only on seniority as bargaining unit members, licensure/certification, and to the extent legally permissible, racial balance.
- Employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, hearing, long-term care, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families.
- Membership in the association or the payment of a fair-share fee as a condition of employment.
- Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions.
- Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit.
- Specified class size, teaching load, and job description.
- A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit.
- Nondiscriminatory, fair, and equitable treatment of bargaining unit members.
- Contractually defined procedures for evaluation and promotion.
- Released time for association business with full pay and fringe benefits.
- Parental/child rearing leave for employees to provide care for natural or adopted children.

- Contractually defined procedures for ensuring education employee decision-making in curriculum design, staff development, and related instructional management and reporting systems.
- 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.
- Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay.
- Retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay.
- Clearly defined bargaining unit membership.
- Placement on the salary schedule based on qualifications and number of years of experience in the profession.
- A guaranteed safe and healthy working environment.
- The school calendar.
- Protection from unilateral changes in terms or conditions of employment.
- 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.
- Language stating that education employees own the copyright or patent for materials that they create in the course of their employment. ~~03~~20

C-498 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:

- Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service.
- Assure that initial placement and advancement on the salary schedule are nondiscriminatory and objective.
- Be independent of national certification, unless the impact of any national certificate is determined through the collective bargaining process.
- Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation.
- 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.
- 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.
- 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.

- 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 compensated at no less than the employee's regular rate of pay. ~~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. ~~03-20~~

C-5049 Infectious Diseases / Hepatitis B

The WEAC believes employees who suspect that they are in danger of contracting an infectious disease, such as hepatitis B, in connection with their work duties shall have the opportunity to be inoculated against such disease at the employer's expense, if a vaccine is available. 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. ~~17-20~~

C-540 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, gender identity, 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. ~~88-20~~

C-532 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 who face adverse actions by their employer, including, but not limited to, transfers, demotions, dismissals, or being passed over for promotions, because of their activity. ~~in retaining their positions when threatened with transfers, demotions, dismissals and being passed over for promotions.~~ ~~89-20~~