

OHIO EDUCATION ASSOCIATION

RESOLUTIONS REPORT 2024-2025

**As Proposed at the Spring 2024
Representative Assembly**

PREAMBLE

The purpose of the Ohio Education Association shall be to promote the interests of public education; to advance the standards of the teaching profession; and to secure the conditions necessary for the greatest efficiency of educators and schools at elementary, secondary, and higher education levels.

The purpose and objectives of the Association are, therefore, regularly set forth in a statement of Resolutions committing the Association to action, upon adoption by the Representative Assembly. The Resolutions Committee defines Resolution as an expression of the belief or position of the Association or the direction in which it is moving. A Resolution calls for interpretation or action by various agencies, including the Association.

OEA RESOLUTIONS COMMITTEE MEMBERS

Bethany Bell, Chair	
Courtney Coman, Vice Chair	
Kimberly Burrus	Karen Marquis
Melissa Collins	Cynthia Nagy
Nick Davis	Sheri Nott
Ivis Flanagan	Jamie Parker
Ellen Giovinazzo	Jeff Slattery
Ed Golden	Kristine Twigg
David Grimes	Christina West
Miki Hodge	Jodi Wilber

BOARD OF DIRECTORS' LIAISON

Marchell Josie
Geoff Mize

NEA RESOLUTIONS COMMITTEE MEMBERS

Cassandra Daniels	Sandra Peloquin
Crystal Boyd Funderbunk	Kathleen Purdy
Michelle Martin Jones	Sherise Thompson
Eugene Mach	Cheryl Williams

OEA STAFF LIAISON

Kelly Phillips

OEA ASSOCIATE LIAISON

Breonna Jackson

NOTE: The information in the parenthesis after each Resolution indicates the history of the Resolution. The first figure refers to the first year the Resolution was introduced to the OEA Representative Assembly. The second figure indicates the last year it was edited.

For purposes of these Resolutions, the term Educational Employees shall include all persons eligible for membership in the Ohio Education Association.

PAGE

TABLE OF CONTENTS

12 A. SERVE AS THE VOICE FOR EDUCATION IN OHIO

12 PUBLIC PERCEPTION OF EDUCATION

12 A-1 PUBLIC EDUCATION

12 A-2 BUSINESS SUPPORT FOR PUBLIC EDUCATION

13 A-3 ADULT AND COMMUNITY EDUCATION

13 A-4 ACHIEVING EXCELLENCE IN EDUCATION

13 A-5 PUBLIC UNDERSTANDING OF EDUCATION'S NEED

14 A-6 PARENTAL/GUARDIAN INVOLVEMENT

14 A-7 COLLABORATIVE PARTNERSHIPS

15 A-8 SCHOOL BOARDS

15 A-9 STATE BOARD OF EDUCATION

16 A-10 UNITED STATES DEPARTMENT OF EDUCATION

16 A-11 PUBLIC EDUCATION FACILITIES

16 A-12 USE OF CLOSED PUBLIC SCHOOLS

16 A-13 HISTORIC PRESERVATION

16 A-14 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

17 FINANCING OF PUBLIC EDUCATION

17 A-15 BASIC FINANCIAL SUPPORT OF PUBLIC EDUCATION

18 A-16 EXTRACURRICULAR FUNDING

18 A-17 FEDERAL ROLE IN EDUCATION

19 A-18 FEDERAL IMPACT AID

19 A-19 HIGHER EDUCATION RESEARCH AND STUDY GRANTS

19 A-20 NEED-BASED FUNDING IN HIGHER EDUCATION

20 A-21 TAX REFORM

20 QUALITY EDUCATION

20 A-22 FULL SCHOOL PROGRAMS

21 A-23 QUALITY OF LIFE

21 A-24 RURAL EDUCATION

22 A-25 CHARTER SCHOOL ACCOUNTABILITY

22 A-26 SCHOOL DISTRICT RESTRUCTURING

23 A-27 UNIVERSAL EDUCATIONAL OPPORTUNITY

23 A-28 VOUCHER, TUITION TAX CREDIT AND OTHER DETRIMENTAL PROGRAMS

24 A-29 TAKEOVER OF PUBLIC SCHOOLS OR PUBLIC SCHOOL DISTRICTS

24 SAFEGUARD THE EDUCATION OF CHILDREN

24 A-30 SCHOOL EXCESS HOURS

24 A-31 EMERGENCY SCHOOL CLOSINGS

24 A-32 STATE EMPLOYMENT RELATIONS BOARD

25 A-33 FINANCIAL AID FOR POST-SECONDARY EDUCATION AND TRAINING

25 A-34 NEW PANDEMIC RESOLUTION: PROTECTION DURING A PANDEMIC

27 B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

27	LIFELONG LEARNING
27	B-1 EARLY CHILDHOOD PROGRAMS
28	B-2 KINDERGARTEN PROGRAMS
28	B-3 INDEPENDENT READING SKILLS
29	B-4 EFFECTIVE COMMUNICATION
29	B-5 STUDENTS ATTENDANCE
29	B-6 MIDDLE LEVEL EDUCATION
30	B-7 STUDENTS WITH COLOR-VISION DEFICIENCY
30	B-8 INCLUSION
31	B-9 HIGH SCHOOL DIPLOMA/EQUIVALENCY
31	B-10 ADULT EDUCATION
31	B-11 HIGHER EDUCATION
32	EDUCATIONAL EQUITY
32	B-12 CLASS SIZE
32	B-13 EDUCATION FOR MIGRANTS
32	B-14 EQUAL OPPORTUNITIES THROUGH MATHEMATICS AND SCIENCE EDUCATION
33	B-15 LEFT-HANDED STUDENTS
33	B-16 RACIAL DIVERSITY WITHIN STUDENT POPULATIONS
33	B-17 STUDENT PEER MENTORING PROGRAMS
33	B-18 EDUCATION OF REFUGEE AND UNDOCUMENTED CHILDREN AND CHILDREN OF UNDOCUMENTED IMMIGRANTS
34	B-19 EDUCATION OF HOMELESS AND/OR DISPLACED STUDENTS
34	B-20 COMMUNICATION BETWEEN EDUCATORS AND NON-ENGLISH SPEAKING PARENTS, GUARDIANS AND CAREGIVERS
34	SPECIFIC PROGRAMS FOR INDIVIDUALS
34	B-21 ALTERNATIVE PROGRAMS FOR AT RISK AND/OR SPECIAL NEEDS STUDENTS
35	B-22 BILINGUAL AND ESOL EDUCATION
36	B-23 EDUCATION FOR ALL STUDENTS WITH DISABILITIES
38	B-24 EDUCATION THROUGH SERVICE LEARNING AND COMMUNITY
38	B-25 GIFTED, TALENTED AND CREATIVE STUDENTS
39	B-26 HOMEBOUND INSTRUCTION
39	B-27 YOUTH AND ADULT TRAINING PROGRAMS
40	B-28 STUDENTS WITH SPECIAL NEEDS
40	B-29 INDIVIDUAL LEARNING, GROWTH, AND DEVELOPMENT
40	CURRICULUM CONTENT
41	B-30 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS
41	B-31 CULTURAL TRAVEL AND STUDY
41	B-32 JUNIOR RESERVE OFFICER TRAINING CORPS
41	B-33 MULTICULTURAL/GLOBAL EDUCATION
42	B-34 PEACEMAKING SKILLS AND DEVELOPMENT OF INTERNATIONAL RELATIONS
42	B-35 MULTIPLE WORLD LANGUAGE EDUCATION
42	B-36 VOCATIONAL, CAREER AND TECHNICAL EDUCATION

- 43 B-37 VOCATIONAL, CAREER AND TECHNICAL EDUCATION IN
ELEMENTARY AND SECONDARY SCHOOLS
- 44 B-38 FINE ARTS EDUCATION
- 44 B-39 PHYSICAL EDUCATION
- 44 B-40 FAMILY AND CONSUMER SCIENCE AND INDUSTRIAL TECHNOLOGY
EDUCATION
- 45 B-41 ENVIRONMENTAL EDUCATION
- 45 B-42 NATIONAL SCIENCE STANDARDS
- 46 B-43 HEALTH EDUCATION
- 47 B-44 LIFE-SAVING TECHNIQUES
- 47 B-45 DEMOCRACY AND CITIZENSHIP EDUCATION
- 47 B-46 CONVERSION TO THE METRIC SYSTEM
- 48 B-47 DIVERSITY IN CURRICULUM
- 48 B-48 DRIVER EDUCATION
- 48 B-49 ACCURATE UNITED STATES AND WORLD MAPS
- 48 B-50 GENOCIDE
- 49 B-51 FAMILY STABILITY
- 49 B-52 INTERACTIVE DISTANCE LEARNING
- 49 B-53 TECHNICAL EDUCATION FOR FEMALE STUDENTS
- 49 LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES**
- 49 B-54 CLASSROOM USE OF ANIMALS
- 50 B-55 COMMUNICATIONS MEDIA
- 50 B-56 CONFLICT RESOLUTION EDUCATION
- 50 B-57 EFFECTIVE CONTROL AND MANAGEMENT OF SCHOOL DISCIPLINE
- 52 B-58 HOME SCHOOLING
- 52 B-59 HOMEWORK
- 52 B-60 LEARNER OUTCOMES/PERFORMANCE-BASED EDUCATION
- 52 B-61 SCHOOL LIBRARIES/MEDIA PROGRAMS
- 53 B-62 INTERNET ACCESS
- 54 B-63 DISTANCE EDUCATION
- 55 B-64 COMMUNICATION USING MEDIA AND TECHNOLOGY
- 55 B-65 STATE MANDATED PROGRAMS
- 55 B-66 TELECOMMUNICATIONS TECHNOLOGY
- 56 B-67 ASSESSMENT OF STUDENT LEARNING
- 56 B-68 STANDARDIZED TESTING OF STUDENTS
- 58 B-69 CHARTER AND NONTRADITIONAL PUBLIC SCHOOL OPTIONS
- 59 B-70 DROPOUT PREVENTION
- 59 B-71 EXPANDING STUDENT GRADUATION AND PROMOTION OPTIONS
- 59 B-72 STANDARDS FOR STUDENT LEARNING
- 60 B-73 COMMUNICATION BETWEEN HEARING AND DEAF/HARD OF
HEARING PEOPLE
- 61 B-74 MEDIA LITERACY

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

- 62 HEALTH, WELFARE, SAFETY**
- 62 C-1 STUDENT HEALTH AND PERSONAL SERVICES
- 63 C-2 STAPH INFECTIONS
- 63 C-3 WELLNESS POLICY
- 63 C-4 NUTRITION
- 64 C-5 DRUGS, ALCOHOL, TOBACCO AND OTHER CHEMICAL
DEPENDENCIES
- 65 C-6 ALCOHOL, TOBACCO AND VAPING PRODUCTS AND
ENDORSEMENTS
- 65 C-7 LIFE-SAVING TECHNIQUES
- 65 C-8 ANTI-OPIATE TREATMENTS
- 66 C-9 FAMILY STABILITY FOR CHILDREN
- 66 C-10 DEPENDENT CHILDREN OF MILITARY PERSONNEL
- 66 C-11 CHILD CARE
- 67 C-12 DOMESTIC VIOLENCE
- 67 C-13 CHILD ABUSE AND MISSING CHILDREN
- 68 C-14 PARENTAL PARTICIPATION IN THE EDUCATIONAL PROGRAMS
- 68 C-15 PROTECTION OF STUDENTS WITH DISABILITIES
- 68 C-16 CHILD SUPPORT PAYMENTS
- 69 C-17 EXTREMIST GROUPS
- 69 C-18 ENVIRONMENTALLY SAFE SCHOOL
- 70 C-19 HAZARDOUS MATERIALS AND ENVIRONMENTAL CONTAMINENTS
- 70 C-20 PHYSICAL ENVIRONMENT FOR EDUCATION
- 71 C-21 BEFORE AND AFTER-SCHOOL PROGRAMS
- 71 C-22 SCHOOL TRANSPORTATION
- 71 C-23 SOCIAL EMOTIONAL AWARENESS
- 72 C-24 POSITIVE SCHOOL ENVIRONMENT
- 72 C-25 SAFE AND VIOLENCE-FREE SCHOOLS
- 73 C-26 DISCIPLINE, ORDER AND SAFETY REQUIRED FOR LEARNING
- 74 C-27 PROTECTION OF STUDENTS WITH LIFE-THREATENING ALLERGIES
- 74 C-28 SCHOOL EMERGENCY PLANS
- 74 C-29 SUICIDE PREVENTION/INTERVENTION
- 74 STUDENT RIGHTS**
- 74 C-30 STUDENT RIGHTS AND RESPONSIBILITIES
- 75 C-31 OPTIMIZING TIME TO LEARN
- 75 C-32 CHILDREN AND THE MEDIA
- 76 C-33 EXTRACURRICULAR PARTICIPATION
- 76 C-34 REDUCED ILLEGAL YOUTH GANG ACTIVITY
- 76 C-35 JUVENILE DETENTION AND INCARCERATION
- 77 C-36 STATE AND LOCAL JUVENILE CODES
- 77 C-37 EDUCATIONAL PROGRAMS FOR ADOLESCENT PARENTS
- 77 C-38 EDUCATION IN TIMES OF CRISIS

- 79 D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS**

- 79 PROFESSIONAL PREPARATION**

- 79 D-1 ADMINISTRATOR TRAINING AND EVALUATION
- 79 D-2 TEACHER PREPARATION PROGRAMS: CLINICAL PRACTICES
- 80 D-3 CODE OF ETHICS
- 80 D-4 MENTOR AND INDUCTION PROGRAMS
- 81 D-5 PEER ASSISTANCE AND REVIEW PROGRAMS
- 81 D-6 TEACHER PREPARATION PROGRAMS: AFFILIATE/MEMBER PARTICIPATION
- 82 D-7 TEACHER PREPARATION PROGRAMS: CONTENT AND EVALUATION
- 83 D-8 TEACHER PREPARATION PROGRAMS: ENTRY
- 84 D-9 TEACHER PREPARATION PROGRAMS: RECRUITMENT
- 84 D-10 TEACHER PREPARATION PROGRAMS: STUDENT TEACHING
- 85 D-11 HIRING POLICIES AND PRACTICES FOR TEACHING POSITIONS
- 85 D-12 TEACHER EDUCATION FOR EDUCATION SUPPORT PROFESSIONALS
- 86 APPROPRIATE STAFF**
- 86 D-13 ~~A FULLY-QUALIFIED EMPLOYEE IN EVERY SCHOOL SUPPORT POSITION~~ **HIGHLY QUALIFIED EDUCATION SUPPORT PROFESSIONAL IN EVERY SCHOOL**
- 86 D-14 CERTIFICATED EDUCATOR IN EVERY ELEMENTARY AND SECONDARY PROFESSIONAL POSITION
- 86 D-15 SCHOOL COUNSELING PROGRAMS
- 86 D-16 SUPERVISION OF EXTRACURRICULAR ACTIVITIES
- 87 PROFESSIONAL DEVELOPMENT**
- 87 D-17 LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES (LPDC)
- 87 D-18 PROFESSIONAL DEVELOPMENT IN SCHOOL DISTRICTS
- 88 D-19 PROFESSIONAL DEVELOPMENT FOR EDUCATION PROFESSIONALS
- 89 D-20 PROFESSIONAL DEVELOPMENT FOR EDUCATION SUPPORT PROFESSIONALS
- 90 D-21 PROFESSIONAL LEAVE
- 90 D-22 UNIVERSITY-PUBLIC SCHOOL EXCHANGE TEACHING
- 90 COMPETENCY**
- 91 D-23 THE USE OF VALUE-ADDED DATA
- 91 D-24 EVALUATION AND COMETENCY TESTING
- 91 D-25 EVALUATION AND PROMOTION IN HIGHER EDUCATION
- 91 D-26 EDUCATION SUPPORT PROFESSIONALS EVALUATION
- 92 D-27 TEACHER EVALUATION
- 93 D-28 EDUCATION EMPLOYEE EVALUATION
- 94 D-29 PROMOTE THE RETENTION OF EXPERIENCED EDUCATORS
- 95 D-30 TEACHER CAREER PATHS
- 95 D-31 TEACHER EXCHANGE PROGRAMS
- 95 D-32 ENTRY LEVEL INDUCTIONS AND LICENSURE PROGRAMS
- 96 D-33 SOCIAL EMOTIONAL AWARENESS FOR EDUCATORS

- 97 E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF EDUCATORS IN THE LEARNING PROCESS AND ALL EDUCATIONAL EFFORTS**

- 97 ACADEMIC FREEDOM**

97	E-1	ACADEMIC AND PROFESSIONAL FREEDOM
97	E-2	DEMOCRATIC PROCESS
97	E-3	IMPACT OF FEDERAL AND STATE LEGISLATIVE MANDATES
98	E-4	SELECTION AND CHALLENGES OF MATERIALS AND TEACHING TECHNIQUES
99	E-5	STUDENT EVALUATIONS
99	E-6	INTELLECTUAL PROPERTY RIGHTS
99	E-7	TIME TO TEACH
100	E-8	DISRUPTION OF THE REGULARLY SCHEDULED SCHOOL DAY
100		CURRICULAR AND INSTRUCTIONAL MATERIALS
100	E-9	INTELLECTUAL PROPERTY AND ACCESS TO COPYRIGHTED MATERIALS
101	E-10	CULTURAL DIVERSITY IN INSTRUCTIONAL MATERIALS AND ACTIVITIES
101	E-11	DEVELOPMENT OF CURRICULUM
102	E-12	INSTRUCTIONAL EXCELLENCE
102	E-13	INSTRUCTIONAL TECHNOLOGY
103	E-14	RELIGIOUS HERITAGE IN INSTRUCTIONAL MATERIALS
103	E-15	DEVELOPMENT OF CURRICULUM
104	E-16	WOMEN IN INSTRUCTIONAL MATERIALS
104		EDUCATION SUPPORT PROFESSIONALS
104	E-17	EDUCATION SUPPORT PROFESSIONALS IN THE EDUCATION PROCESS
104	E-18	LGBTQ+ IN INSTRUCTIONAL MATERIALS
105	F.	PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE INTERESTS AND WELFARE
105		PAY EQUITY AND COMPARABLE WORTH
105	F-1	EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION
105		COLLECTIVE BARGAINING
105	F-2	COLLECTIVE BARGAINING
105	F-3	COORDINATED BARGAINING
106	F-4	GRIEVANCE PROCEDURES
106	F-5	STRIKES
106		BARGAINING ISSUES
106	F-6	DEVELOPMENT OF A MASTER CONTRACT
107	F-7	BASIC CONTRACT STANDARDS
108	F-8	SALARY AND OTHER COMPENSATION
110	F-9	BASIC CONTRACT NOTIFICATIONS
110	F-10	FAIR SHARE (AGENCY SHOP) FEE
110	F-11	SALARY SCHEDULE CREDIT-CERTIFICATED STAFF
110	F-12	MERIT PAY
110	F-13	NO SERVICE WITHOUT PAY
111	F-14	WRITTEN PERSONNEL POLICIES AND PROCEDURES
111	F-15	PERSONAL APPEARANCE

- 111 F-16 CERTIFICATED/LICENSED TUTORS
- 111 F-17 EDUCATIONAL AND AUXILIARY PERSONNEL IN PUBLIC SCHOOL DISTRICTS
- 112 F-18 PART-TIME FACULTY
- 112 F-19 EDUCATIONAL EMPLOYEES AND ACTIVE MILITARY SERVICE
- 112 F-20 PARITY
- 112 F-21 VOLUNTARY JOB SHARING
- 113 F-22 BENEFITS FOR EDUCATIONAL EMPLOYEES
- 114 F-23 FACULTY GOVERNANCE IN HIGHER EDUCATION
- 115 F-24 CONTINUING EMPLOYMENT AND FAIR DISMISSAL
- 115 F-25 REDUCTION IN FORCE
- 115 F-26 FILLING EXTENDED ABSENCES
- 116 F-27 INVOLUNTARY TRANSFERS
- 116 F-28 NOTIFICATION OF TEACHING VACANCIES
- 116 F-29 ~~PUPIL~~ STUDENT PERSONNEL SERVICES/INTERN PROGRAMS
- 116 F-30 SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS
- 117 F-31 SUBSTITUTE TEACHERS
- 117 F-32 MANDATED TRAINING
- 117 F-33 PROTECTION OF EDUCATIONAL EMPLOYEES
- 118 F-34 SITE-BASED SHARED DECISION MAKING
- 119 F-35 USE OF VALUE-ADDED DATA
- 119 F-36 STATE REQUIRED TESTING
- 119 F-37 TENURE
- 119 F-38 SUMMER SCHOOL, EXTENDED SCHOOL YEAR AND YEAR-ROUND SCHOOLS
- 119 PROTECTION OF EDUCATION EMPLOYEES**
- 119 F-39 SCHOOL DISTRICT CONSOLIDATION DECENTRALIZATION/ REAPPORTIONMENT
- 120 F-40 UNEMPLOYMENT COMPENSATION/DISABILITY RIGHTS
- 120 F-41 EDUCATION EMPLOYEES INJURED ON THE JOB
- 120 F-42 SUBCONTRACTING
- 121 F-43 CONFIDENTIALITY OF EMPLOYEE RECORDS
- 122 F-44 RIGHT TO PRIVACY FOR EDUCATION EMPLOYEES
- 122 F-45 PROTECTION OF ADVOCATES
- 123 F-46 COMMUNITY COMPLAINTS AGAINST EDUCATIONAL EMPLOYEES
- 123 F-47 PROTECTION OF EDUCATION EMPLOYEES FROM AGE HARASSMENT
- 124 F-48 PROTECTION OF EDUCATION EMPLOYEES FROM WORKPLACE BULLYING
- 124 F-49 PROTECTION OF EDUCATION EMPLOYEES FROM HARASSMENT BECAUSE OF A DISABILITY
- 124 F-50 EMPLOYEE RIGHTS PENDING COURT ACTION
- 125 F-51 ALLEGATIONS OF CHILD ABUSE AGAINST EDUCATIONAL EMPLOYEES
- 125 F-52 MANDATORY DRUG AND ALCOHOL TESTING
- ~~125 F-53 STUDENTS AND EDUCATIONAL EMPLOYEES WITH ACQUIRED IMMUNE DEFICIENCY SYNDROME~~
- 126 F-54 ~~53~~ HEPATITIS B VACCINATION

- 126 F-~~55~~54 COLOR-VISION DEFICIENT EMPLOYEES
- 126 F-~~56~~55 STRESS MANAGEMENT AND WELLNESS
- 126 F-~~57~~56 SCHOOL NURSES
- 127 F-~~58~~57 EDUCATION EMPLOYEE LIABILITY
- 127 F-~~59~~58 VOLUNTEERS IN PUBLIC SCHOOLS
- 128 RETIREMENT**
- 128 F-~~60~~59 AUTONOMOUS RETIREMENT SYSTEM
- 128 F-~~61~~60 BENEFITS AND ASSETS PROTECTION OF STATE RETIREMENT SYSTEMS
- 128 F-~~62~~61 SOCIAL SECURITY
- 129 OTHER**
- 129 F-~~63~~62 BOARD MEETING
- 129 F-~~64~~63 RESIDENCY REQUIREMENTS

- 130 G. SECURE PROFESSIONAL AUTONOMY**

- 130 ACCREDITATION**
- 130 G-1 ACCREDITATION AND APPROVAL OF TEACHER PREPARATION INSTITUTIONS
- 130 PROFESSIONAL STANDARDS, CERTIFICATIONS, LICENSURE**
- 130 G-2 EDUCATOR STANDARDS BOARD
- 130 G-3 STATE CERTIFICATION/LICENSURE AND TEACHER EXAMINATIONS
- 131 G-4 VOLUNTARY NATIONAL CERTIFICATION

- 132 H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP**

- 132 CITIZENSHIP RIGHTS**
- 132 H-1 EDUCATIONAL EMPLOYEE AS A CITIZEN
- 132 H-2 RIGHT TO VOTE
- 133 H-3 POLITICAL RESPONSIBILITY
- 133 H-4 U.S. CONSTITUTIONAL CONVENTION
- 133 H-5 COMPREHENSIVE HEALTH CARE POLICY
- 133 H-6 OPEN MEETINGS
- 133 H-7 CAMPAIGN FINANCE REFORM
- 134 H-8 MEMBER INVOLVEMENT IN COMMUNITY ORGANIZATIONS
- 134 CITIZENSHIP RESPONSIBILITIES**
- 134 H-9 ENERGY PROGRAMS
- 134 H-10 ENVIRONMENTAL RESPONSIBILITY
- 134 H-11 NUCLEAR FACILITIES, RADIOACTIVE/CHEMICAL POLLUTANTS AND WASTE INCINERATION
- 135 H-12 HYDRAULIC FRACTURING

- 136 I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS**

- 136 INTERNATIONAL RIGHTS**
- 136 I-1 WORLD PEACE AND INTERNATIONAL RELATIONS

- 136 I-2 NUCLEAR FREEZE
- 137 HUMAN AND CIVIL RIGHTS**
- 137 I-3 HUMAN RIGHTS
- 138 I-4 CIVIL RIGHTS
- 138 I-5 HUMAN TRAFFICKING
- 139 I-6 HOUSING AND HEALTH CARE FOR ALL
- 139 I-7 RIGHT TO PRIVACY
- 139 I-8 FREEDOM OF RELIGION
- 140 I-9 THE RIGHT TO ORGANIZE
- 140 I-10 SEXUAL HARASSMENT
- 141 I-11 SEXUAL ASSAULT
- 141 I-12 HUMAN RELATIONS IN THE SCHOOL
- 142 **I-13 JUSTICE AND LAW ENFORCEMENT**
- 142 I-14 CONTROL OF DEADLY WEAPONS AND LOOK-ALIKES
- 143 I-15 BULLYING
- 144 I-16 ACCOUNTABILITY AND TRANSPARENCY IN TESTING
- 144 RIGHTS OF SPECIFIC GROUPS**
- 144 I-17 ACCESSIBILITY FOR PEOPLE WITH DISABILITIES
- 144 I-18 PEOPLE WITH MENTAL ILLNESS
- 145 I-19 DISABILITIES AWARENESS
- 145 I-20 MIGRANT WORKERS
- 145 I-21 NONPARTISAN BOARDS
- 145 I-22 PROTECTION OF SENIOR CITIZENS
- 146 I-23 DEATH PENALTY ABOLITION
- 146 I-24 VICTIMS OF CRIME
- 146 I-25 TRAFFIC SAFETY
- 147 I-26 MILITARY VETERANS
- 147 OPPOSITION TO ALL FORMS OF DISCRIMINATION**
- 147 I-27 EQUALITY AND DISCRIMINATION
- 148 I-28 INSTITUTIONAL AND ORGANIZATIONAL DISCRIMINATION
- 148 I-29 RACE, GENDER IDENTITY AND SEXUAL ORIENTATION IN EDUCATION
- 149 INTEGRATION AND DESEGREGATION**
- 149 I-30 INTEGRATION IN PUBLIC SCHOOLS
- 149 I-31 MARRIAGE EQUALITY
- 150 I-32 HATE-MOTIVATED VIOLENCE
- 150 I-33 RACIAL JUSTICE
- 150 I-34 PRIVATE PRISONS
- 151 I-35 WHITE SUPREMACY/PRIVILEGED CULTURE

- 152 J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, UNITED EDUCATION PROFESSION**

- 152 STRONG EFFECTIVE ASSOCIATIONS/AFFILIATES**
- 152 J-1 STRONG PROFESSIONAL ASSOCIATION
- 153 J-2 SUPPORTING LOCALS IN JEOPARDY
- 153 MEMBERSHIP PARTICIPATION**

153 J-3 PROMOTION OF TEACHING AS A CAREER CHOICE
154 J-4 IMPORTANCE OF UNION ACTIVISM
154 J-5 LEADERSHIP DEVELOPMENT
155 J-6 MINORITY PARTICIPATION
155 J-7 STUDENT MEMBER PARTICIPATION
155 J-8 OEA-RETIRED MEMBER PARTICIPATION
156 J-9 RECOGNIZING UNIFICATION

157 ADDENDUM-A
157 CODE OF ETHICS OF THE EDUCATION PROFESSION
157 PRINCIPLE I
158 PRINCIPLE II

A. SERVE AS THE VOICE FOR EDUCATION IN OHIO PUBLIC

PERCEPTION OF EDUCATION

A-1 PUBLIC EDUCATION

The Ohio Education Association believes that the priceless heritage of free public educational opportunities in Ohio schools must be preserved and strengthened for all students. Members of the Association are encouraged to show their support of public education by sending their children to public schools.

Free public schools are the cornerstone of our social, economic, and political structure and are of the utmost significance in development of our moral, ethical, spiritual, and cultural values. Consequently, the survival of democracy requires that every state maintain a system of free public education that prepares its citizens to:

- a. use the English language properly in written and oral communications;
- b. use math skills to ensure their ability to procure and/or dispense services and materials necessary to their health and general well-being;
- c. use critical thinking, creative thinking, and problem-solving skills;
- d. exercise attitudes of good citizenship, societal productivity, and global awareness;
- e. appreciate the aesthetic and moral qualities of life;
- f. compile values for their lives that will lead to continual growth and self-fulfillment;
- g. recognize and appreciate the cultural diversity of this nation;
- h. recognize the cultural, social, political, and religious differences found throughout the world;
- i. use leisure time effectively and develop sound mental and physical health habits;
- j. develop knowledge and skills through experiences in career technical and fine arts programs.

The Association urges its local affiliates to intensify their efforts to maintain and strengthen comprehensive programs of education that aspire to these goals. (83-21)

A-2 BUSINESS SUPPORT FOR PUBLIC EDUCATION

The Ohio Education Association believes that local affiliates should develop coalitions with the business community to advocate adequate, equitable, and stable funding for education through appropriate means of taxation. In addition, the Association welcomes cooperative programs, resource assistance, and release of employees for parent/teacher conferences; the donation of specialized equipment from the business community, but believes that they should be supplementary to adequate funding of public education.

The Association also believes that its district and local affiliates should engage in efforts to prevent the use of programs in the public schools that involve the marketing of and/or the promoting of products that exploit students. (85-21)

A-3 ADULT AND COMMUNITY EDUCATION

The Ohio Education Association believes that the concept of adult and community education encourages schools to provide leadership in solving community problems and builds community support for the public-school system.

The Association also believes that its affiliates should become involved in the promotion, expansion and implementation of adult and community education programs. (87-20)

A-4 ACHIEVING EXCELLENCE IN EDUCATION

The Ohio Education Association believes that the continued success of the United States as a participatory democracy and as a world leader is dependent upon a shared national, community, and individual commitment to excellence in education. The Association also believes that excellence in education requires that students achieve mastery of learning so that they have the ability to use what has been taught and have command of subjects sufficient for problem solving, decision making, and further educational growth. To that end, the Association reaffirms its support for high standards for teaching and learning and its conviction that practicing professionals collaborate and fully participate in the maintenance of such standards.

The Association further believes that sufficient resources, interventions, and program alternatives must be provided for the proper placement of each student. (84-18)

A-5 PUBLIC UNDERSTANDING OF EDUCATION'S NEED

The Ohio Education Association believes that professional associations must encourage wide community and parental/guardian participation in achieving and maintaining educational excellence. The Association also believes that all stakeholders have a responsibility to promote public understanding of the importance of public schools. The Association recognizes the responsibility to publicize adverse educational conditions and to support associations in attempts to improve conditions at the local level.

The Association further believes that American Education Week is an important and worthwhile observance during which positive attention can be focused upon the contributions of education, educators, and school support personnel. (65-19)

A-6 PARENTAL/GUARDIAN INVOLVEMENT

The Ohio Education Association believes that a community engaged in the life of its public schools is paramount to the future of public education. Parents/guardians who are active participants in the education of their children increase the likelihood of the achievement of educational excellence. In coordination with other stakeholders, parents/guardians must set high expectations for student behavior and academic success and provide the encouragement and support for each student to achieve his or her full potential.

The Association also believes that laws which circumvent authentic parental/guardian and community involvement are detrimental to the partnership between home and school life. The Association strongly opposes so-called parental “trigger” laws, such as being unethically usurped by entities outside of school districts.

The Association further believes that innovative programs should be developed and resources committed to promote and increase home and community involvement in public schools and to promote and increase the involvement of education employees in the community. The Association encourages its affiliates to work collaboratively with the community in establishing such programs and finding the resources necessary to make the programs successful.

The Association believes that parents/guardians should be encouraged to visit their children’s schools and communicate with their children’s teachers and other education employees with whom the children have daily contact. In addition, schools should communicate with parents/guardians in their native language. (14-19)

A-7 COLLABORATIVE PARTNERSHIPS

The Ohio Education Association believes that families, schools, communities, and other willing partners at the local, state, and national levels are fundamentally and positively interconnected.

The Association also believes that building and sustaining collaborative partnerships among families, schools, communities, and willing partners is integral to ensuring every student great public schools. Critical strategies for effective partnerships should include:

- a. agreeing on core values;
- b. using data to set priorities and focus strategies;
- c. providing relevant training to facilitate ongoing partnerships;
- d. using targeted outreach to focus on areas of mutual concern;
- e. building one-to-one relationships between families and educators that are linked

to learning;

- f. setting, communicating, and supporting high and rigorous expectations;
- g. embracing cultural differences by promoting acceptance;
- h. connecting students to the community. (13-20)

A-8 SCHOOL BOARDS

The Ohio Education Association believes that it is the responsibility of school boards to provide a quality education to each student within a school district. The Association also believes that school boards must provide resources and support so that each school in a district meets standards for educational excellence. The Association further believes that school boards must promote public understanding of the importance of public education and the schools and programs within their school districts.

The Association believes that the composition of school boards must be representative of the population within the school district, including minority groups; that the voters in the school district must elect board members. The Association opposes federal, state, and local takeovers of public schools, public school districts, and their governing boards. The Association also believes that the closing of schools by school boards to avoid legislative corrective action is not in the best interest of students, parents, or school employees. The Association also believes that provisions should be made for parents/guardians of students who are attending school in a district other than their home district as part of a court-ordered inter-district busing plan to have substantive influence on board actions and policies. The Association believes that school boards must have the authority to decide the location of public schools and privately-managed charter schools within their districts.

The Association also believes that student participation in a school board's deliberative process should be encouraged, and that student input in the voting process should be advisory only. Wherever a school board includes student members, they should be excluded from participating in discussions, receiving information, and voting on issues dealing with education employees and items contained in negotiated agreements.

The Association also believes that school board meetings must be held at times and places that allow educational employees, local affiliates, and the community to participate in educational decision-making. (92-19)

A-9 STATE BOARD OF EDUCATION

The Ohio Education Association strongly believes that the State Board of Education shall be comprised entirely of members elected to office by their constituencies. (98-09)

A-10 UNITED STATES DEPARTMENT OF EDUCATION

The Ohio Education Association believes it is imperative to maintain the United States Department of Education and that the Department must be a major force for improvement of public education in the United States. The Association also believes that educators must be fully involved in establishing goals and planning programs for the Department. The Association further believes that attempts to dismember or dismantle the cabinet-level U. S. Department of Education or to use it as a tool for attacking public education through tuition tax credits, educational vouchers, unfunded mandates or other anti-public education plans are detrimental to the public interest. (81-20)

A-11 PUBLIC EDUCATIONAL FACILITIES

The Ohio Education Association believes that many educational facilities are in a state of decay, neglect and continuing deterioration. Governing boards, which continue to operate such buildings, must be provided with the necessary financial resources to provide a safe, healthy and effective teaching and learning environment for students and education employees.

The Association also believes that the community, parents/guardians, students, and education employees must be effectively involved in the development of plans to modernize, expand, and/or replace facilities.

The Association further believes that preventive maintenance in all facilities is equally important in achieving this goal. (83-17)

A-12 USE OF CLOSED PUBLIC SCHOOL BUILDINGS

The Ohio Education Association believes that closed public school buildings that have been deemed safe can be used effectively for public preschool, day care, job training, and adult education centers. The Association also believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools. (03-17)

A-13 HISTORIC PRESERVATION

The Ohio Education Association believes in the preservation of historically significant lands and structures for the purpose of preserving our nation's heritage and maintaining important historic resources for future generations. (89-17)

A-14 HISTORICALLY BLACK COLLEGES AND UNIVERSITIES

The Ohio Education Association recognizes that historically black colleges and universities (HBCUs) have played a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association believes that the programs of HBCUs should continue to be reviewed and updated so that they maintain diverse and quality faculties and student bodies.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. The Association also believes that closing, underfunding, downgrading, or merging HBCUs is not in the best interest of the educational community. (13-21)

FINANCING OF PUBLIC EDUCATION

A-15 BASIC FINANCIAL SUPPORT OF PUBLIC EDUCATION

The Ohio Education Association believes that Ohio should ensure its students a quality education by providing the funding needed to enable all students to achieve educational excellence. Such an education requires adequate and equitable funding from public tax sources for schools to obtain the resources (e.g., personnel, programs, materials, buildings, and technology) to meet the needs of all students. The Association also believes that:

- a. an increasing portion of public funds should be for direct instruction of students;
- b. the amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning;
- c. tax revision favorable to public education should be encouraged and continually reviewed at every governmental level;
- d. local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing;
- e. the state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income;
- f. state and federal mandates affecting public education programs must be accompanied by adequate and equitable funding;
- g. additional funding must be provided to cover the cost of achieving the goals of raising student performance, implementing new programs, and raising standards of student learning;
- h. funding should be greater for students facing social, economic, and/or education challenges;

- i. funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, sexual orientation, and gender identification stereotypes in the public schools;
- j. categorical funding must be assured in areas such as special education, Bilingual/English as a second language, class size reduction, and the economically/educationally disadvantaged;
- k. full-day, every day kindergarten programs should be fully funded;
- l. federal, state, and, as appropriate, local governments should provide funds sufficient to make pre-kindergarten available for all three-and four-year-old children;
- m. it is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day;
- n. public funds should be based on student enrollment rather than student attendance;
- o. funding must be included for resources such as personnel, time for staff planning, training and professional development, facilities, equipment, and materials.

The Association opposes the use of public revenues for non-public Pre-K through 12 schools.

The Association opposes providing any public revenues to pre-K through 12 schools for sectarian instruction. The Association also opposes providing such revenues to sectarian and nonsectarian pre-K through 12 private schools or to nonpublic school students in pre-K through 12 educations, unless such revenues are used for educational services that are not available in public schools to which students have reasonable access. (87-13)

A-16 EXTRACURRICULAR FUNDING

The Ohio Education Association believes that every public school student must have an opportunity to participate in school-sanctioned and funded extracurricular programs.

The Association also believes that equitable funds for transportation, facilities, equipment, and remuneration of staff must be provided for all school-sanctioned extracurricular activities. The Association further believes that extracurricular fundraising is not an acceptable substitute for district funding of extracurricular activities. (87-19)

A-17 FEDERAL ROLE IN EDUCATION

The Ohio Education Association believes that local and state education agencies are legitimately entrusted with ongoing administration and operation of the public education system under their jurisdiction.

The Association also believes a major role of the federal government is to serve as a resource and supplement to those local and state agencies. A second role is to engage in research, development, and consultation activities to support the quality of state and local education programs. A third federal role is to provide sufficient funding to support state and local government efforts of national interests in public education.

The Association further believes that the federal government must assume a full partnership role with local school districts by providing significant levels of federal funding for pre-k, elementary, secondary, and post-secondary education through a program of general aid and categorical assistance along with the mandatory full funding of mandated federal programs. Categorical funding must be assured in areas such as special education, Bilingual/English as a second language, and the economically/educationally disadvantaged. (84-23)

A-18 FEDERAL IMPACT AID

The Ohio Education Association believes that funding must be sufficient to maintain quality education for students in school districts impacted by federal policies, activities, and installations and opposes insufficient, temporary, year-to-year appropriations.

The Association also believes that any permanent solution to the financial problems of severely impacted school districts must ensure federal support at least to the degree that their local revenues are impaired or their costs increased.

The Association further believes in the concept of a national payments-in-lieu-of-taxes program. This endorsement does not affect the Association's continued support of current impact aid programs. The establishment of any payments-in-lieu program must not adversely affect any locality currently receiving impact aid. Federal payments in lieu-of-taxes programs must be fully funded. (90-10)

A-19 HIGHER EDUCATION RESEARCH AND STUDY GRANTS

The Ohio Education Association believes that both the public and private sectors should provide research and study grants to higher education faculties in all academic areas. Such grants should be awarded based on merit without discrimination. The dissemination of grants should not be used to influence university decisions and policies.

The Association also believes that the process of study and research grants provided should influence neither undergraduate nor graduate curricula until the research is completed and systematically integrated into the curricula.

The Association further believes that academic freedom applies to research and the dissemination of research results. (87-00)

A-20 NEED-BASED FUNDING IN HIGHER EDUCATION

The Ohio Education Association believes that funding based only on enrollment discourages long-range planning and constrains the ability of colleges, community colleges, technical colleges, and universities to offer high-quality education. The Association supports funding programs in higher education based on student need and enrollment.

The Ohio Education Association also believes that reasonable tuition increases at state universities, when necessary to offset decreases in state funding, should not be prohibited by the legislature. (87-04)

A-21 TAX REFORM

The Ohio Education Association supports tax reform and believes that it should:

- a. increase tax fairness and raise revenue necessary to finance quality public education and other public services;
- b. eliminate regulations that shift the tax burden to the less affluent;
- c. prevent excessive reliance on property tax or any other single tax;
- d. reflect the findings of comprehensive studies of the total individual and corporate tax burden;
- e. assure a tax burden distribution that reflects the ability to pay and that safeguards family subsistence;
- f. assure that statewide uniformity in property tax effort be required;
- g. provide funding for public education that ensures adequacy and equity of resources;
- h. provide for increased local and state funding of public education;
- i. not be used to place arbitrary maximum limits on any state or local government's ability to spend or tax, particularly since such limits have a negative impact on the full funding of schools;
- j. eliminate tax laws and rulings that are harmful to educational employees and educational need. (03 -19)

QUALITY EDUCATION

A-22 FULL SCHOOL PROGRAMS

The Ohio Education Association believes that school systems must run full school programs and is opposed to the elimination of educational programs that diminish the quality and equity of learning or services that result from:

- a. the continuing effect of inflation at all levels of education;
- b. a negative vote of the electorate;
- c. declining enrollments in public schools and institutions of higher education;
- d. the revision of the staff under the guise of improving educational opportunity;
- e. budgetary limitations.

The Association and its affiliates will work for continued financial support for full school programs. Further, the Association opposes tax abatement without the prior consent of the school board. (68-21)

A-23 QUALITY OF LIFE

The Ohio Education Association believes that educational employees must be concerned about the quality of life in Ohio, particularly as it relates to the educational potential of children who reside there. The Association should advocate policies and programs concerning land use and zoning regulations, urban development, economic growth, plant closings, mass transit, rent subsidy, fair housing practices and patterns, optimum diet and health care or other issues vitally affecting patterns of community development and subsequently affecting the quality of education. The Association further believes that efforts must be made to alleviate the effects of unemployment and supports retraining and appropriate job-creation legislation. (77-09)

A-24 RURAL EDUCATION

The Ohio Education Association believes in a strong rural educational system and the preservation of the community infrastructure in rural America. The Association also believes that rural areas contain a range of conditions that make them unique and urges development of programs that recognize and deal with rural areas. It recognizes that equal per pupil funding may not provide equal education. The Association further believes that its affiliates must support equal educational programs and the equitable funding of such programs. Neither shall be dependent on geographical location and/or density of population.

The Association advocates that fair and equitable consideration be given to rural needs when state / federal education programs are proposed and/or funded. The Association and its affiliates should encourage institutions of higher education and state agencies to promote the training of personnel that will reflect the special needs and problems of rural schools.

The Association recognizes that consolidation of rural school attendance areas is not necessarily the answer to rural educational problems. (93-18)

A-25 CHARTER SCHOOL ACCOUNTABILITY

The Ohio Education Association acknowledges the value set forth in the original conception of charter schools as innovators within local public school districts, provided such charter schools are authorized by and held accountable to local democratically elected school board, and meet certain basic procedural and substantive safeguards that apply to public schools. These basic safeguards protect schools in our communities as well as our state's commitment to a free public education system that is accessible to all.

The Association believes that the competitive market model of charter schools promising school improvement simply by way of introducing competition into local school systems is a failure, and that basic accountability to the community is the only way to ensure options that are high quality and demonstrate sustainable student growth. The Association also believes that handing over the education of our students to privately managed, largely unaccountable charter schools that do not answer to locally elected school boards jeopardizes student success, undermines the public education system, and harms our students and educators, particularly in communities of color.

The Association further believes that all educators deserve the right to a collective voice through bargaining and representation, and that an organized workforce is a better guardian of quality standards for students and educators alike. Educators in public charters therefore must be allowed to organize and fully participate in the union.

The Association supports both communities organizing for quality public education and educators working together to improve and hold accountable charter schools while supporting state and local efforts to preserve public school funding and services by eliminating such funding and services from unaccountable privately managed charters that do not comply with those basic safeguards and standards. (19)

A-26 SCHOOL DISTRICT RESTRUCTURING

The Ohio Education Association believes that to assure an equitable, high quality, and efficient public-school system for all Ohio students, it may be necessary for school districts to be decentralized, consolidated, reapportioned, or restructured. Restructuring should occur only to improve educational opportunity. Any changes must not be used to segregate students based on social, ethnic, economic, political, or geographic differences in affected districts. In addition, restructuring must not be used to segregate students based on differences of religion, family, or gender identity.

All school restructuring plans must involve local associations and other stakeholders in all decision making. Such efforts must:

- a. adhere to collectively bargained labor agreements;

- b. comply with all appropriate school board policies;
- c. exhaust all viable evidence-based internal school improvement plans that address the needs of the whole child;
- d. identify, analyze, and evaluate the impact of restructuring and its funding;
- e. deliberate restructuring proposals in open meetings and public hearings;
- f. develop procedures and criteria that support and attract staff transfers to/from restructured schools.

The Association also believes that education services in restructured schools should continue to be provided by public entities and public employees. (95-23)

A-27 UNIVERSAL EDUCATIONAL OPPORTUNITY

The Ohio Education Association believes that the future of our state and our nation depends upon universal educational opportunity. The Association also believes that educational opportunities must be nondiscriminatory and should be suited to the needs of the individual and designed to allow all students to reach their maximum potential. The Association further believes that a system of locally-controlled schools, provided at public expense, will best guarantee a thorough and efficient education for all students as required by the Ohio Constitution.

The Association continues to support innovative alternative/charter programs within public school districts. The Association also believes that such alternative/charter programs must be accredited under uniform standards adopted by the state department of education. (90-20)

A-28 VOUCHER, TUITION TAX CREDIT AND OTHER DETRIMENTAL PROGRAMS

The Ohio Education Association believes that voucher plans, tuition tax credits, or other funding/financial arrangements that use tax monies to subsidize pre-K through 12 private school education undermines public education; reduces the support needed to fund public education adequately; causes racial, economic, and social segregation of students; and threatens the constitutional separation of church and state that has been a cornerstone of American democracy.

The Association opposes voucher plans, tuition tax credits, or other such funding arrangements that pay for students to attend sectarian schools. The Association also opposes any such agreements that pay for students to attend nonsectarian pre-K through 12 private schools to which they have reasonable access. Such practices are detrimental to public education and therefore must be monitored where they exist, opposed when they are under consideration and ultimately eliminated and prohibited.

The Association also believes that any private school or agency that receives public funding through voucher plans, tax credits, or other funding/financial arrangements must be subject to all accountability measures and regulations required of public schools.
(70-05)

A-29 TAKEOVER OF PUBLIC SCHOOLS OR PUBLIC-SCHOOL DISTRICTS

The Ohio Education Association believes that the locally elected school board should govern the school district to provide an educational program designed to meet the needs of all students in the district. School boards of public school districts undergoing a program improvement process should maintain their authority over school district business as duly elected officials of the school district.

The Association also believes that if a takeover of a public school or a public-school district occurs, current collective bargaining agreements and due process rights must be maintained. Employees of these public schools and public-school districts should remain bargaining unit members of local, state, and national affiliates.

The Association further believes that federal, state, and local support should be given to public schools and public-school districts undergoing a program improvement process. Support should also be provided by local and state affiliates, as well as the Association. The Association believes that schools created to replace public schools or that have been taken over must follow all the laws regarding public schools and comply with the Association's affiliate guidelines. (07)

SAFEGUARD THE EDUCATION OF CHILDREN

A-30 SCHOOL EXCESS HOURS

The Ohio Education Association believes that the safety of children is best determined at the local level and that the use of "excess" hours should be controlled by local officials unfettered by state restrictions. (95-19)

A-31 EMERGENCY SCHOOL CLOSINGS

The Ohio Education Association believes that educational employees other than essential maintenance personnel should not be required to report to work when facilities are closed to students because of emergencies. (77-17)

A-32 STATE EMPLOYMENT RELATIONS BOARD

The Ohio Education Association believes the state employment relations board must be an impartial arbiter of employer/employee disputes.

The Association further believes that to achieve this goal, appointees to the board should be required to demonstrate a commitment to, and a record of, non-partisan decisions relating pertaining to labor actions, petitions, and suits that impact future decisions that may come before the board. (20)

A-33 FINANCIAL AID FOR POST-SECONDARY EDUCATION AND TRAINING

The Ohio Education Association believes that to be successful in today's society most secondary school graduates must continue their education, but the increasing cost of education beyond a secondary school diploma should not be prohibitive, especially for the economically disadvantaged.

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

The Association commends and supports school counseling programs committed to directing our graduates toward post-secondary education. These programs must offer assistance on how to secure financial aid and provide education to students on debt incurred by further education and training. (20)

A-34 NEW PANDEMIC RESOLUTION: PROTECTION DURING A PANDEMIC

The Ohio Education Association believes that governing boards must provide information that delineates the differences between the regulations concerning local disease outbreaks and worldwide pandemics.

The Association also believes that governing boards must identify which job responsibilities may put educational employees at risk of exposure. They must provide additional paid leave time and make available the option to work remotely so that educators may stay home to stop the spread of disease as recommended by the Centers for Disease Control and Prevention (CDC).

The Association also believes governing boards should modify the work environment and practices to provide additional protection for educational employees and students. Governing boards should provide adequate supplies and access to Personal Protective Equipment (PPE). The governing board must provide proper training to all educational employees on how to wear, use, clean, and store the equipment and supplies appropriately.

The Association believes that educational employees will be treated in a manner consistent with the health board's regulations regarding the right to know of disease and

infections including the privacy laws of HIPPA. The Association also believes that contact tracing can be an effective means of controlling a deadly infection such as COVID-19. However, the Association believes that contact tracing must be conducted by trained public health officials and that the identities of students or educational employees identified as potential carriers must remain anonymous.

The Association encourages all affiliates and governing boards to protect the rights of infected individuals and provide access to information regarding infections. In all cases, personal privacy must be respected.

The Association also believes that the legal rights of education employees exposed to the infection on the job during a pandemic must be protected. Educational employees should not be held liable for the transmission of the disease during a pandemic except in instances of criminal intent or criminal negligence. (21)

B. ADVANCE THE CAUSE OF EDUCATION FOR ALL INDIVIDUALS

LIFELONG LEARNING

B-1 EARLY CHILDHOOD PROGRAMS

The Ohio Education Association supports early childhood education programs in the public schools for children from birth through age eight. The Association also supports a high-quality program of transition from home and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation among parents/guardians, the preschool staff, and the public-school staff.

The Association believes that such programs should be held in facilities that are appropriate to the developmental needs of these children.

The Association also believes that 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, special education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to and meet the physical, social, mental, and emotional health and nutritional needs of children.

The Association further believes that early childhood education programs should maintain small group size with appropriate staff/child ratios for each age level. These programs must be staffed by the appropriate ratio of teachers, administrators, and support staff who are prepared in early childhood education and child development. When two half-day sessions are taught by one teacher, the total class load for both sessions should not exceed the number of students in a first-grade class. Males should be encouraged and recruited to enter and be actively involved in early childhood education. Preparation programs for staff should lead to credentials consistent with Ohio educational standards.

The Association recognizes the value of quality early childhood education programs in preparing young children to enter school ready to learn. High quality early childhood programs should be staffed by teachers, administrators, and education support professionals who demonstrate a deep understanding of child development and specialized training in early childhood education. To provide the quality of early education and care necessary to prepare children for success in school, we recommend that:

- a. all teachers working in publicly funded preschool programs hold a bachelor's degree in child development and/or early childhood education;
- b. all instructional assistants working in publicly funded preschool programs hold an associate's degree in child development or early childhood education;
- c. lead teachers in private child care centers hold a minimum of an associate degree in child development or early childhood education;

- d. all teaching assistants in private child care centers hold a minimum of a Child Development Associate (CDA) or a state-issued certificate that meets or exceeds CDA requirements.

Ohio should develop incentives and supports to enable teachers and education support professionals currently working in early childhood programs to obtain the recommended credentials without compromising the quality of education and care that children receive and without substantially increasing the cost of care to parents.

The Association also recognizes the importance of parental involvement in a child's development. The Association further supports the provision of training programs that prepare parents/guardians to take an active role in the child's education. These programs should provide an awareness of the expectations that will be placed on the child as well as familiarization with new policies and procedures that the child will experience in the new environment.

The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully funded early childhood education programs offered through the public schools. These programs must be available to all children on an equal basis and should include mandatory kindergarten with compulsory attendance.

The Association supports regulations requiring children starting kindergarten to have reached age five at the beginning of a kindergarten program.

The Association advocates the establishment of fully funded early childhood special education programs. These programs and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed teachers, qualified support staff, and Educational Specialists. (76-15)

B-2 KINDERGARTEN PROGRAMS

The Ohio Education Association believes kindergarten is necessary to the success of early childhood education and supports the concept of a fully funded all day, every day kindergarten program.

The Association also believes that local boards of education or any responsible governing boards should implement approved standards, which incorporate a meaningful, developmentally appropriate educational program for kindergarten classes. (78-17)

B-3 INDEPENDENT READING SKILLS

The Ohio Education Association believes that it is critical that students become independent readers to succeed in school and life. Reading instruction, with appropriate intervention, especially in the early grades, is essential for learning in all content areas and for achieving high standards. Students at all levels should have access to independent reading choices through school libraries in their buildings that are staffed by

certified school library teachers. Teachers at all levels should be provided adequate resources, including a fully funded and staffed school library, and encouraged to use their expertise to address the diverse needs of students. Teachers at all levels should have access to digital resources and in class libraries. Districts should have a relationship with local libraries for additional resources.

The Association also believes that the acquisition of the primary language spoken within the home is the foundation for reading skills development. Emerging literacy skills begin with the interaction and communication between children and adults. An increased number of words that are spoken to a child during language development will increase future reading proficiency.

The Association further believes that schools and communities should work together in raising awareness of the link between language development and reading skills acquisition.

The Association believes that teachers' efforts to value and promote reading should be supported by parents/guardians, school library media specialists, other education employees, and communities. (98-22)

B-4 EFFECTIVE COMMUNICATION

The Ohio Education Association believes that it is critical that students become effective communicators in school and in life. Effective communication includes the written word, the spoken word, and all other forms of expression including those on social media. Communication instruction is essential for learning in all content areas and for achieving high standards. Educators should be provided adequate resources and encouraged to use their expertise to address the diverse needs of students.

The Association also believes that educators' efforts to value and promote effective communication should be supported by parents/guardians, administrators, other education employees, and communities. (10-22)

B-5 STUDENTS ATTENDANCE

The Ohio Education Association believes that consistent student attendance in school is vital to academic success. The Association supports the ongoing efforts of schools and educators to minimize tardiness, truancy, and other attendance issues. The Association also believes in the importance of establishing a holistic support system for truancy and tardy students. (14-22)

B-6 MIDDLE LEVEL EDUCATION

The Ohio Education Association recognizes the academic, personal, and special needs of the early adolescent or middle school learner.

The Association encourages development of a curriculum that establishes realistic academic challenges that include character development, career, vocational, and technical exploration; and self-awareness that fosters positive self-esteem.

The Association also encourages the development of guidance and counseling programs that stimulate parental and community involvement and promotes health services. (77-18)

B-7 STUDENTS WITH COLOR-VISION DEFICIENCY

The Ohio Education Association believes that the needs of all students, including students with color-vision deficiency, must be met. All educational materials which use color-coding for referencing information should be accompanied by an alternate method of identifying these items of information such as numbering or labeling the names of each color. The Association encourages pre-service preparation and staff development for education employees that present strategies for working with students with color-vision deficiency. Such training should also address sensitizing instructional staff to the needs of students with color-vision deficiency. (05-08)

B-8 INCLUSION

The Ohio Education Association is committed to the delivery of appropriate education and related services for all students. The Association believes that the policy of integrating all students with special needs into regular education classes for the substantial portion of their day should be considered as one option in the continuum of least-restrictive environments. It is essential that all program options, including self-contained classes, continue to be available. Building/staff modifications may be needed and must be included. The Association also believes that the Individualized Education Planning (IEP) committee must consider the full range of options available within the least-restrictive environment and must follow a process that will assure an appropriate program for each student. All impacted classroom teachers must be fully involved in the decision-making, planning, and evaluation of the Individualized Education Program and each must receive a copy. All impacted support personnel must be involved in the ongoing maintenance of the Individualized Education Program provision and must also be given a copy. Confidentiality must be maintained by all involved parties.

The Association further believes that when the inclusion option is the recommendation of the committee, all necessary support services must be maintained by appropriately certificated/licensed personnel. Teachers involved shall be given lower class sizes based on a weighted class size formula. Time for training, planning, and consultation with resource and other support team personnel must be provided within the regular school day. Teachers and support staff working with inclusion students will be given appropriate training in suitable discipline/alternative discipline and classroom management techniques. Inclusion programs must be monitored and regularly evaluated in order to assure the success of the students with disabilities as well as their peers in regular education. In all matters affecting terms and conditions of employment of education

personnel relating to the inclusion practice, there shall be negotiations between the Association and the schools.

The Association believes inclusion programs should not be implemented in order to reduce budgetary deficits. Job security shall be insured at all levels of the process.
(93-15)

B-9 HIGH SCHOOL DIPLOMA/EQUIVALENCY

The Ohio Education Association supports the concept of a high school education for all and believes that every student should earn a high school diploma or its equivalent. The Association believes in the value of academic preparation, school attendance, and social interaction for meeting the requirements of high school graduation.

The Ohio Education Association further believes that Adult Education is necessary to meet the needs of the adult population. The Association recognizes the importance of preparing teachers of adults in order to retain adult students in the classroom. The Association also recognizes the need for the full utilization of all public facilities and institutions of higher education to teach skills and to provide continuing education.

The Association also believes that any district plan to use measurement tools as the basis for qualification for a high school diploma should be developed cooperatively by classroom teachers, Certified/Licensed specialized instructional support personnel, administrators, and governing boards. The plan should include provisions for recommendations from the local school faculty. Recommendations should be based, as a minimum, upon achievement record, ability, and age and should be developmentally appropriate for the student. (82-18)

B-10 ADULT EDUCATION

The Ohio Education Association supports adult education programs that provide lifelong educational and career opportunities. Adult education is the practice of educating adults through non-college credit classes. The Association recognizes the importance of high school completion, English language acquisition, parenting education, career training, and other adult education programs that provide students with an opportunity to become productive, effective, and responsible parents, citizens, and community members.

The Association believes that to have access to adult education programs, adult education students with minor children should have child care available at their educational sites during class time. (14)

B-11 HIGHER EDUCATION

The Ohio Education Association supports higher education from fully accredited institutions as an essential part of the education process. Higher education is postsecondary education that provides college credit and/or certification/licensure. The

Association believes that post-secondary education serves an invaluable function for intellectual development, for research and scholarship, for career preparation, and for preparation for life. The Association supports non-discriminatory access to college programs for all qualified students. The Association further supports fully-funded, guaranteed loan and grant programs.

The Association also believes that clear admission and graduation standards, careful student counseling, tutorial and other support services, active participation of students in their own learning and a thoughtfully articulated curriculum can significantly help increase the number of students successfully completing their degrees. All courses must be offered with sufficient frequency and with a sufficient number of sections to enable students to graduate within the time prescribed for each program. (87-14)

EDUCATIONAL EQUITY

B-12 CLASS SIZE

The Ohio Education Association believes that excellence in the classroom can best be attained by small class size.

Class size maximums must be based on the type of students, grade level, subject area content, and physical facilities. The Association also believes in optimal class sizes in regular programs and a proportionately lower number in programs for students with exceptional needs. Weighted class size formulas should be implemented to reflect the inclusion of exceptional students. The Association further believes in establishing workload maximums for all curricular areas, not to exceed the recommendations of their respective national organizations. The Association believes that the Ohio Departments of Education should, on a yearly basis, collect and report class size data that reflect the class size experienced by most students.

The Association further believes that class size/student load maximums must be established, with Association involvement, based on the type of students, subject area content, physical facilities, and other criteria. Class size maximums must be based on individual classes and not on district wide average teacher-pupil ratios. (75-15)

B-13 EDUCATION FOR MIGRANTS

The Ohio Education Association believes that migrant workers and their children are entitled to educational opportunities that address their diverse and unique educational needs. Further, the Association urges the implementation of programs that address the specific instructional needs of migrant students. (87-14)

B-14 EQUAL OPPORTUNITIES THROUGH MATHEMATICS AND SCIENCE EDUCATION

The Ohio Education Association believes that mathematics education and science education are means of helping women and minorities enjoy equal opportunities and equitable treatment for full employment and full participation in our society.

The Association supports the development and maintenance of gender neutral and culturally unbiased mathematics and science programs that meet the needs of women, people with disabilities, and ethnic groups. The Association further encourages the recruitment of females and minorities to enroll in mathematics and science courses, to participate actively in those courses, and/or become professionals in those fields. (98-19)

B-15 LEFT-HANDED STUDENTS

The Ohio Education Association believes that the needs of left-handed students should be met and that appropriate governing agencies should provide materials and instruments necessary for left-handed students.

The Association strongly recommends pre-service preparation and staff development for educational employees that present strategies for handwriting instruction of left-handed students. (87-19)

B-16 RACIAL DIVERSITY WITHIN STUDENT POPULATIONS

The Ohio Education Association believes that a racially diverse student population promotes racial acceptance, improves academic performance, and fosters a robust exchange of ideas in elementary/secondary schools, colleges, and universities. The Association also believes that a racially diverse student population may not be achieved or maintained in all cases simply by ending discriminatory practices and treating all students equally regardless of race. Strategies should be encouraged to enhance equity in the education of our students.

The Association further believes that, to achieve or maintain racial diversity, it may be necessary for elementary/secondary schools, colleges, and universities to take race into account in making decisions as to student admissions, assignments, and/or transfers. (00-19)

B-17 STUDENT PEER MENTORING PROGRAMS

The Ohio Education Association supports student peer-mentoring programs that provide incoming students the opportunity to make a smooth transition to new schools. The Association believes that student peer-mentoring programs should be supervised by appropriate staff and/or administration. Such programs should be student-based and ongoing. (05)

B-18 EDUCATION OF REFUGEE AND UNDOCUMENTED CHILDREN AND CHILDREN OF UNDOCUMENTED IMMIGRANTS

The Ohio Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education. The Association also believes that the determination of legal residency status is the responsibility of The Department of Homeland Security, not of educational systems or their employees. (06-19)

B-19 EDUCATION OF HOMELESS AND/OR DISPLACED STUDENTS

The Ohio Education Association believes that education must be provided for all students, including those without a permanent address due to homelessness and/or displacement by natural disasters. All students have the right to continue their education in their home school district or the school district of their new residency. Funding and costs associated with their enrollment to their new school districts should be provided by their adopted state with federal assistance.

The Association also believes school and community groups should work cooperatively to meet the essential needs of homeless and displaced students. (06-17)

B-20 COMMUNICATION BETWEEN EDUCATORS AND NON-ENGLISH-SPEAKING PARENTS, GUARDIANS AND CAREGIVERS

The Ohio Education Association believes that meaningful communication between educators and parents, guardians and caregivers who are not proficient in the English language is necessary to assist parents in their children's development and the family's integration into society. Such communication is especially important when communicating educational plans for students with special needs.

The Association also believes that school districts should compile a directory of individuals fluent in specific languages who could be available to translate when necessary.

The Association further believes that educators who fulfill the role of translator beyond the scope of their normal duties should be compensated at their equivalent hourly rate. (06-15)

SPECIFIC PROGRAMS FOR INDIVIDUALS

B-21 ALTERNATIVE PROGRAMS FOR AT RISK AND/OR SPECIAL NEEDS STUDENTS

The Ohio Education Association recognizes that there must be increased development and maintenance of alternative programs to meet the needs of at risk and/or special needs students. The Association recommends early and appropriate identification and placement of these students. Administrators, general education teachers, special education teachers, and educational support staff should receive necessary training in diagnostic processes and alternative methods of teaching and learning.

Programs should emphasize a broad range of activities for responding to students' differing behavioral patterns, interests, needs, and learning styles. These programs must be evaluated on stated objectives. Teachers in these programs must have a major role in designing the objectives and evaluations and working with appropriate school and community personnel to execute these objectives and evaluations.

The Association believes that at-risk students who are assigned to an alternative placement due to discipline issues should be required to exhibit regular attendance and adequate academic and behavioral progress, in accordance with an individual program, prior to their return to a regular educational setting. The Association also believes that the rights of students who are protected under the provisions of the Individuals with Disabilities Education Improvement Act (IDEIA) must be preserved.

In higher education settings, faculty and education support professionals who are working with special needs students should be provided with appropriate resources to accommodate these students' special requirements.

The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for teachers, school psychologists, and counselors in these programs.

The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and for the recruitment and hiring of an increased number of teachers with education in special areas. (90-23)

B-22 BILINGUAL AND ESOL EDUCATION

The Ohio Education Association believes that Multilingual Learners (MLL) must have available to them programs that address their unique needs and that provide equal opportunity to all students, regardless of their primary language. Programs for students who are eligible should emphasize English proficiency while concurrently providing meaningful instruction in all other curricular areas. Multilingual Learners should be placed in bilingual and multilingual education programs to receive instruction in their native language until English proficiency is achieved. Students should be in classes that are limited in size. Methods such as weighted formulas should be used. Additional staffing, modified scheduling, and/or curriculum designed to accommodate the demands of each Multilingual Learner should be provided in order to meet state and local educational expectations. Students should not be enrolled in special education classes solely because of linguistics differences.

The Association values bilingual and multilingual competence and supports programs that assist individuals in attaining and maintaining proficiency in their native language before and after they acquire proficiency in English.

The Association supports Federal and state legislation, which would require and fully fund bilingual and English for speakers of other languages (ESOL) programs for all students who are not proficient in the English language because it is not their primary language. Legislation must provide funds to expand bilingual and ESOL programs, including those for teacher preparation.

The Association also believes appropriate professional development relative to Multilingual Learners must be provided for all educators. This professional development should be culturally responsive. (82-23)

B-23 EDUCATION FOR ALL STUDENTS WITH DISABILITIES

The Ohio Education Association supports a free and appropriate public education for all students with disabilities in a least restrictive environment, which is determined by maximum teacher and parent/guardian/caregiver involvement. There must be a full continuum of placement options and services/delivery models available to students with disabilities. In order to implement federal [and state] special education legislation effectively, the Association recognizes that:

- a. the educational environment, using appropriate instructional materials, support services, and pupil personnel services, must match the learning needs of both students with and without disabilities;
- b. student placement must be based on individual needs rather than on available space, funding, or local philosophy of a school district, must be examined on a regular basis to ensure appropriateness, and should not be made disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to facilitate such placement;
- c. general and intervention specialist educators must have a major role in determining an individualized education plan (IEP) and the appropriateness of educational methods, materials, professional development, and supportive services and must receive a copy of the IEP;
- d. general and intervention specialist educators, pupil personnel staff, administrators, education support professionals, and parents/guardians/caregivers must share in planning and implementing the IEP. Prior to implementation, all necessary educational materials, professional development, and supportive services must be provided;
- e. students with physical disabilities and/or medical needs requiring nursing procedures must have their medical needs met by certificated/professional school nurses;
- f. all impacted staff members must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and

attached to the IEP;

- g. suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and without disabilities where misconduct is shown to be unrelated either to the disability condition or to improper placement;
- h. program development and evaluations should be based on the individual differences noted in the student's IEP;
- i. students with special needs should have appropriate alternative testing options matching the processing disorders, motor skills, and/or academic developmental levels or language proficiency of those students to measure individual progress and proficiencies;
- j. limitations must be made in class size, using methods such as weighted formulas, modified scheduling, and/or curriculum design to accommodate the demands of each IEP;
- k. all educators who serve students with disabilities must have scheduled access within the contract day to all other educators supporting identified students;
- l. the student's IEP should not be used as criteria for the evaluation of educational employees;
- m. communication must be maintained among all involved parties;
- n. staff must not be reduced;
- o. all staff must be adequately prepared for their roles through appropriate licensing and ongoing professional development programs;
- p. local affiliates and educational employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation;
- q. adequate released time or funded additional time must be made available so that teachers can participate in the development of IEPs, 504 Plans, Behavior Plans and evaluation team reports (ETR) to carry out the increased demands placed upon them by federal education legislation;
- r. collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation;
- s. benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored;
- t. full funding must be provided by local, state, and federal governments;
- u. incentives for participation in professional development activities should be made

available for educational employees;

- v. educational employees must be appointed to local and state advisory bodies on special education;
- w. educational employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to the local district. Educational employees should be invited to these meetings;
- x. students are better served if the person working with them is prepared to accommodate their needs. Substitute employees should be made aware that the assignment offered is a special needs program;
- y. students have the right to equal access to qualified educators, physical space, technology, specials/unified arts and extra-curricular activities regardless of placement in special education services;
- z. Individualized Education Plans should be appropriately funded and focused on preparing students to transition into the community as an active, independent, and contributing member of society. (76-23)

B-24 EDUCATION THROUGH SERVICE LEARNING AND COMMUNITY

The Ohio Education Association believes that learning through voluntary community service should be encouraged as an integral part of a student's education. Participation by students in community service and service learning programs may be required for high school graduation or made available for elective credit. The Association also believes that school districts should work with community groups to provide students with the opportunity to participate in such programs.

Educational employees who supervise students involved in these programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals. Participation of educational employees in such programs should be on a voluntary basis. (98)

B-25 GIFTED, TALENTED AND CREATIVE STUDENTS

The Ohio Education Association believes that there must be increased development of fully funded educational programs for gifted, talented, and creative students. The Association recognizes its responsibility to indicate to educator's reliable methods of identifying and teaching these students. Such identification shall not discriminate on any basis other than the exceptionality being identified. The Association also believes that professional development programs in gifted and talented education must be provided for all appropriate education employees. This professional development should be culturally responsive.

The Association urges local affiliates to encourage such programs and methods to ensure that these special need areas are met. (83-08)

B-26 HOMEBOUND INSTRUCTION

The Ohio Education Association believes that homebound students, educated in the home because of individualized student needs determined by established local school procedures must receive instruction provided by the school district following the regular curriculum. This instruction must be implemented, documented, monitored, and assessed by a licensed/certified teacher employed by the school district. The Association also believes that credits earned through such homebound instruction should be accepted toward promotion and/or graduation requirements. (99-03)

B-27 YOUTH AND ADULT TRAINING PROGRAMS

The Ohio Education Association believes that the public schools should be involved equally with government, labor, business, and community-based groups in youth and adult employment and training programs. The Association also believes that these programs should supplement, and not supplant, the vocational/career and technical programs provided in the public schools. The participation of public school teachers in employment and training programs should be assured under the following conditions:

- a. teachers and local education associations should have a role in the development of employment and training programs and should have the right to approve programs before implementation;
- b. the educational and support components of employment and training programs should be staffed only by certificated/licensed educators;
- c. employment of teachers should be within the framework of the local collective bargaining agreement. Salary should be no less than the per hour rate for teaching during the regular school day;
- d. funds for the educational component of employment and training programs should be channeled through and controlled by local school systems;
- e. funds for youth and adult training programs should be designated for training of teachers, counselors, administrators, and school board members in program objectives and procedures;
- f. the use of funds and the duration of programs should be flexible in order to accommodate the differing learning needs of students;
- g. the amount of funding should be predictable in order to facilitate year-to-year planning;

- h. employment and training programs should provide ongoing counseling, placement, and other support services, and be provided by certificated/licensed personnel;
- i. employment and training programs should provide opportunities for all persons in nontraditional occupations;
- j. existing educational and vocational/career and technical facilities should be used in employment and training programs. (81-98)

B-28 STUDENTS WITH SPECIAL NEEDS

The Ohio Education Association believes that students, parents/guardians/caregivers, and community members should be offered information, which will promote understanding, acceptance, and support of students with special needs. The Association urges that a greater understanding and acceptance of Special Education be developed through the inclusion of courses in teacher training that have been previously offered only in the special education curriculum. These courses should include content on, but should not be limited to, special student needs, instructional techniques, classroom management, and alternative discipline methods.

The Association recommends that more specific diagnostic information about a student's special education needs and the strategies necessary to remediate be shared openly with all the participants in the placement process.

The Association also recommends that Intervention Specialist Educators, supervisors, and administrators be encouraged to become partners with General Education Educators for the purpose of sharing knowledge and expertise that will improve the competencies of all students. (84-23)

B-29 INDIVIDUAL LEARNING, GROWTH, AND DEVELOPMENT

The Ohio Education Association believes that learners grow and develop at different rates and in different ways. Individual learning progresses in a highly complex manner that includes periods of rapid growth and periods of intellectual consolidation.

The Association also believes that individuals learn best in caring, challenging, and inclusive environments that support and engage each learner. Individual students require learning opportunities that are differentiated and responsive to their needs, interests, and learning styles.

The Association further believes in the use of developmentally appropriate instructional practices. Grade level labels do not accurately define our students. Such labels misinterpret student learning as primarily linear, sequential, and easily standardized. (09)

CURRICULUM CONTENT

B-30 CRITICAL THINKING AND PROBLEM-SOLVING SKILLS

The Ohio Education Association believes that the future is dependent upon a citizenry that has been taught to use critical thinking and creative problem-solving skills. The Association encourages its affiliates to develop curricula and materials that focus on the development of these skills. (84-95)

B-31 CULTURAL TRAVEL AND STUDY

The Ohio Education Association believes that travel and study outside of the classroom can be an intrinsic part of a student's education. The Association also believes that procedures for such study-tours should be developed by the teaching staff involved in cooperation with the school administration, and that educators may participate in such study-tours when these procedures are followed. (82-15)

B-32 JUNIOR RESERVE OFFICER TRAINING CORPS

The Ohio Education Association believes that the Junior Reserve Officer Training Corps programs, which exist within the public schools, must meet all local and state educational standards and policies, including the employment of fully certified/licensed teaching personnel. Such programs shall be subject to and conform to the provisions of the collective bargaining agreement. Any programs that currently do not meet said conditions shall be brought into compliance. (98)

B-33 MULTICULTURAL/GLOBAL EDUCATION

The Ohio Education Association believes that multicultural/global education is a way of helping students perceive the cultural diversity of U.S. citizenry so that they may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and develop an appreciation of the common humanity shared by all peoples of the earth.

The Association urges the inclusion in school curricula, from primary grades through high school, of an awareness of the contributions, which people of all cultures have made in history. American culture has been uniquely enriched by the contributions of the diverse racial, ethnic, and religious groups, which have contributed to that culture. The contributions of those groups should be included in the curriculum for all Ohio students.

The Association further believes that curriculum and instruction about regional and international conflicts must present a balanced view, include historical context, and demonstrate relevancy and sensitivity to all people. The achievement of this goal requires the mastery of global communication and development of an appreciation of the common humanity shared by all peoples. The Association, therefore, recognizes and supports the need to develop comprehensive teacher-training programs for multicultural/global

education and urges adequate funding and establishment of the necessary teacher training for effective implementation of this concept. (82-05)

B-34 PEACEMAKING SKILLS AND DEVELOPMENT OF INTERNATIONAL RELATIONS

The Ohio Education Association believes that, in order to attain goals that focus on the establishment of peace and international relations, specific materials need to be developed for use in school classrooms and peacemaking skills need to be taught and utilized within our schools and communities.

The Association urges its affiliates to work with other organizations to develop and adopt materials and programs for all levels. These materials and programs should demonstrate strategies for appropriate and positive methods to be used to influence national policy to achieve peace and international relations.

The Association also believes that the State of Ohio and the world need to take a stand for peace and international relations. The development of educational programs dealing with conflict resolution and peer mediation is a first step in that direction. (86-18)

B-35 MULTIPLE WORLD LANGUAGE EDUCATION

The Ohio Education Association believes that multiple world language instruction is an important part of the total educational process and an integral part of global studies. Students must be offered the opportunity to acquire age-appropriate world language skills from an integrated curriculum throughout the pre-K through higher education experience.

The Association also believes that educational software may be used to improve or enhance the effectiveness of teacher instruction as a supplementary resource and must not be used to supplant teacher instruction.

The Association supports the maintenance of current programs and the encouragement and development of world language instruction and international studies at all educational levels. Further, students must be offered the opportunity to learn world languages skills early enough in their educational experience to enhance their understanding of English and to participate fully in a global society and economy.

The Association recognizes the need for teacher preparation programs for multiple world language teachers, and supports teacher and student exchange programs. (82-13)

B-36 VOCATIONAL, CAREER AND TECHNICAL EDUCATION

The Ohio Education Association believes that preparation of students for vocational, career, and technical jobs should be the responsibility of secondary, adult, and higher education in collaboration with labor and business. Educational programs that ensure equal opportunity for occupational development and encourage students to consider

nontraditional vocations should be developed for all students at all levels. Vocational, career, and technical education should provide a comprehensive program of lifelong learning for the training, advancement, and promotion of all students.

The Association supports vocational, career, and technical education as a major component of education and advocates that every student should have the opportunity to enroll in such classes without restrictions. To be effective, vocational, career, and technical education should be preceded by career awareness and exploration programs. These vocational, career, and technical education courses should be coordinated and integrated with traditionally academic courses. These integrated programs should be combined, when appropriate, with cooperative efforts on the part of educators and industrial and business leaders to provide school-to-work experiences for students. Organized vocational, career, and technical education programs offer a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current and emerging occupations. Such programs shall include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, interpersonal and collaborative skills, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

The Association also believes that adequate resources must be provided for educators to maintain, enhance, and expand quality vocational, career, and technical education programs; to procure up-to-date equipment and materials for those programs; and to prepare students for a highly technical work environment. The Association further believes that the involvement of education employees, private sector employment and training program personnel, and the labor and business communities is essential to the development of quality vocational, career, and technical education programs. The Association believes such resources should be substantially increased, not merely redistributed among states or other federal initiatives.

The Association also believes that mandatory placement of students, for any reason, into vocational, career, and technical education courses is inappropriate. (81-10)

B-37 VOCATIONAL, CAREER AND TECHNICAL EDUCATION IN ELEMENTARY AND SECONDARY SCHOOLS

The Ohio Education Association believes that a goal of public education is to provide all individuals, preschool through adulthood, opportunities to become effective, responsible, productive citizens. To achieve this goal, the vocational, career and technical education concept must be interwoven into the total educational system and should include programs in gender-neutral career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences that meet rigorous academic standards and are accorded the same level of accreditation as other education programs.

The Association also believes that educational programs for all students should be developed that will enhance self-esteem, assure equal opportunity for career development, and offer exploratory experiences in a variety of careers. (71-19)

B-38 FINE ARTS EDUCATION

The Ohio Education Association believes artistic expression is basic to an individual's intellectual, aesthetic, and emotional development. The Association also believes that fine arts can transcend cultural barriers and foster multicultural understanding. The Association therefore believes that every pre-K through adult curriculum must include a balanced, comprehensive, and sequential program of fine arts instruction taught by a certificated/licensed specialist in a room designed for that purpose. The fine arts are defined as visual arts, music, drama, dance, and media arts. Resources must be provided to maintain and upgrade materials and provide for emerging technologies. (87-16)

B-39 PHYSICAL EDUCATION

The Ohio Educational Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association also believes that a comprehensive program of physical education should be provided daily in grades pre-K through adult in or on facilities designed for that purpose. Physical education programs and curricula should be developmentally appropriate, sequential, cooperative in nature, culturally and gender sensitive and follow standards as set forth by the appropriate professional organizations. These programs and curricula should also:

- a. emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic movement; and related concepts and knowledge;
- b. assess students, including physical fitness testing, at least twice a year as a culmination of preparatory activities;
- c. provide for the special needs of students with low fitness, physical disabilities, or learning disabilities;
- d. be taught by teachers certificated/licensed in physical education;
- e. be taught with the same student/teacher ratio as other grade-level class sizes and be provided the same amount of planning time. (98-19)

B-40 FAMILY AND CONSUMER SCIENCES AND INDUSTRIAL TECHNOLOGY EDUCATION

The Ohio Education Association believes that Family and Consumer Sciences and Industrial Technology Education programs that are not included under state vocational/career and technical education are an integral part of the school curriculum.

We believe these subject areas must be staffed by educational employees certificated/licensed in the field.

We further believe that reductions in these areas should not be made in order to reduce budgetary deficits. (92-05)

B-41 ENVIRONMENTAL EDUCATION

The Ohio Education Association believes the nation's priorities must include the protection of the environment. The Association also believes that the public schools' curricula should foster an awareness and understanding of environmental problems confronting society. These problems include, but are not limited to, to developing alternative sources of energy and maintaining the highest levels of protection to the environment, especially in regard to, tar sands extraction, and sea floor mining. It urges the development, maintenance and improvement of federal, state and local legislation, programs, and appropriations that provide education:

- a. to promote the protection of the Earth's finite resources;
- b. to promote the dissemination of factual and reliable scientific data on climate change, pollution and global warming;
- c. to promote the use of reusable and recyclable products and discourage the use of disposable products;
- d. to promote the establishment, maintenance and management of federal, state and local Wilderness Areas, Recreational Areas, Refuge Areas and designated green areas in order to educate students to the concept of the compatibility of humanity and nature;
- e. to promote an understanding of the environmental damage caused by armed conflicts, terrorism, and civil disorder;
- f. to promote the recognition of and participation in activities such as Earth Day, Arbor Day, and Energy Education Day;
- g. to prepare students for careers in the green jobs sector.

The Association urges its affiliates to support environmental programs in school systems for Pre-K through adult and higher education. The Association further believes that environmental education programs need to emphasize the interdependence of humanity and nature, raise an awareness of the effects of past, present and future pollution disasters. we believe in programs that address the protection of endangered, threatened and rare species and recognize the reality and effects of global warming as well as Earth's finite resources. We encourage support of legislation and local policies that ensure a safe and healthy environment. (83-20)

B-42 NATIONAL SCIENCE STANDARDS

The Ohio Education Association believes that the state science curriculum should include elements in its standards that are in strict alignment with national science standards as set by the National Science Teachers Association (NSTA), the American Association of the Advancement of Science (AAAS), and/or the National Science Foundation (NSF). Science standards should address subjects that conform to the scientific method. Concepts, such as Intelligent Design, that fail to meet the most fundamental standards of scientific validity have no place in science classrooms. The Ohio Education Association believes that science education must be based upon strong foundational understanding of science. Science is comprised of several core principles.

- a. Science is the effort to understand and to explain how the natural world works.
- b. All Science starts with observations.
- c. Scientific investigations follow a process called the scientific method. The scientific method consists of systematic observation, measurement, testing, the development and revision of hypotheses, and the formation of scientific theories.
- d. Hypotheses that have been repeatedly tested, replicated by others, and confirmed are called scientific theories. Examples of scientific theories include: The theory of gravity, the theory of the atomic model, and the theory of natural selection.
- e. All scientific theories are tentative. Scientific theories can be revised, rejected or suspended based upon investigations that follow the scientific method. Some examples of things that have been refuted by science include: the flat earth, vaccine-caused autism, and creationism.
- f. That which cannot be evaluated by making observations and Testing Hypotheses, is not science. (02-17)

B-43 HEALTH EDUCATION

The Ohio Education Association believes that comprehensive health programs must include information on sexual abstinence, birth control and family planning, diversity of sexual orientation/gender identification, parenting skills, prenatal care, sexually transmitted diseases, in particular human immunodeficiency virus (HIV) and Acquired Immunodeficiency Syndrome (AIDS) (education about all means of transmission including unprotected sex and unsanitary methods of tattooing, body piercing and intravenous drug use), incest, sexual abuse, sexual harassment, the effects of substance abuse during pregnancy and problems associated with and resulting from preteen and teenage pregnancies. The Association believes that formal sex education should include parent orientation and be planned and implemented with careful attention to developmental needs, and respect for individual differences.

The Association also believes that proper implementation of these programs requires education employee training and input. These programs should be presented by properly

licensed/trained personnel and should be planned with the input of parents/guardians/caregivers and other community representatives. (89-19)

B-44 LIFE-SAVING TECHNIQUES

The Ohio Education Association believes that all educational employees and capable students be trained in basic life-saving techniques including CPR, AED's, Narcan and the use of Epi pens as part of both school curriculum and staff development. Such training and refresher courses shall be provided by licensed/trained personnel. (83-23)

B-45 DEMOCRACY AND CITIZENSHIP EDUCATION

The Ohio Education Association believes that education about democracy and the rights and responsibilities of citizens is essential for the survival of American democracy. The cornerstone of such education should be the United States Constitution and Bill of Rights.

The Association further believes that democratic ideals should be part of the total education process. The Association also believes that the following concepts should be an integral part of the curriculum within public schools and other educational institutions:

- a. the dignity and worth of the individual;
- b. due process of law;
- c. rule of the majority tempered by respect for minority rights;
- d. individual responsibility;
- e. equal justice under the law;
- f. civil liberties as guarantors of individual rights;
- g. one-person -- one-vote;
- h. active citizen participation in all aspects of public affairs.

The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (87-06)

B-46 CONVERSION TO THE METRIC SYSTEM

The Ohio Education Association believes that the adoption of the International System of Units (SI Metric System) is essential to the future of American industrial and technical development.

The Association also believes urges that the State Department of Education should adopt the Metric System as the primary system of measurement to be taught in Ohio schools at all grade levels, and recommends that implementation be included in the state minimum curriculum standards. (73-21)

B-47 DIVERSITY IN CURRICULUM

The Ohio Education Association believes that educational programs should portray a full range of human diversity and encourage teaching methods which assist students in gaining an understanding of those who are culturally, ethnically, socially, or personally different from themselves.

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

The Association encourages affiliates and members to become part of programs and observances that may include cultural and heritage celebrations and/or history months. (97-06)

B-48 DRIVER EDUCATION

The Ohio Education Association believes that driver education, both behind-the-wheel and in the classroom, should be available as part of the basic education of all students. The Association also believes its affiliates should advocate ensure that these programs are available, fully funded, and taught by certificated personnel in the public schools. (81-21)

B-49 ACCURATE UNITED STATES AND WORLD MAPS

The Ohio Education Association believes that all visual representations using maps of the United States should depict all fifty states, the District of Columbia, the commonwealth of Puerto Rico and the U.S. Possessions/Territories in their correct geographic location and relative size. The Association also believes that maps of the world should accurately depict national boundaries and names of countries. (06)

B-50 GENOCIDE

The Ohio Education Association believes that any act of genocide which is the deliberate and systematic eradication of members of any group based on culture, ethnicity, national origin, political affiliation, race, religion and sexual orientation/gender identification is deplorable. Acts of genocide must be acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its occurrence, and preclude its recurrence. (85-06)

B-51 FAMILY STABILITY

The Ohio Education Association recognizes the impact of families and other close personal relationships on the quality of individual lives and upon society.

The Association therefore supports culturally sensitive educational activities and programs designed to prepare people for the roles and responsibilities of family relationships, particularly for parenting and marriage. The Association further supports programs and activities, which improve the quality of current relationships among family members.

The Association urges that such programs and activities include, but not be limited to, interpersonal communications, methods of nonviolent problem solving, positive behavior development/alternative discipline techniques, and related human relationship skills. (82-96)

B-52 INTERACTIVE DISTANCE LEARNING

The Ohio Education Association believes that interactive distance learning can be a viable instructional option to improve the quality of instruction in local schools.

The Association also believes that effective use of this technology requires a certificated/licensed teacher in every classroom. Training for instructing in interactive distance learning environments is essential. When this technology is used to support instruction, any impact on educational employees should be subject to local collective bargaining agreements. (95-98)

B-53 TECHNICAL EDUCATION FOR FEMALE STUDENTS

The Ohio Education Association believes that females should be encouraged and recruited to enter and be actively involved in science, technology, engineering, arts and mathematics (STEAM) education.

The Association recognizes that special arrangements, such as all-female classes in such subjects, may be necessary and further urges the implementation of programs that address the specific needs of female students. (94-23)

LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES

B-54 CLASSROOM USE OF ANIMALS

The Ohio Education Association believes that educators at all levels should implement guidelines concerning the humane use of animals in the classroom.

The Association urges that teachers encourage compassion and respect for all living organisms. (90-06)

B-55 COMMUNICATIONS MEDIA

The Ohio Education Association recognizes the total educative effect of the communications media. The Association believes that the media should provide full, constructive, and accurate presentation of all material. In this effort, the Association supports the right of the media to protect information and sources of information from mandated disclosure and/or search and seizure.

The Association recommends that educational employees, in cooperation with parents/guardians/caregivers and others concerned seek to monitor and influence the policies followed by the communications media.

The Association further recommends that radio and television programming be monitored, and that the Fairness Doctrine be utilized to counteract programming which attempts to bring public education into disrepute. Educational employees should be aware of Federal requirements for public affairs files and community ascertainment procedures to be kept by radio and television stations so that the interests of public education may be fairly represented in the media. (68-07)

B-56 CONFLICT RESOLUTION EDUCATION

The Ohio Education Association supports the adoption and use of proven conflict resolution strategies, materials, and activities by school districts, education employees, students, parents/guardians, and the school community to encourage nonviolent resolution of interpersonal and societal conflicts at all educational levels. The Association recognizes the importance of students having the appropriate social skills necessary to participate in a democratic society. Programs that teach the skills of positive social interaction should be incorporated into academic programming.

The Association encourages the development of programs to train educational employees in methods of nonviolent conflict resolution. In addition, the Association recommends the use of conflict resolution processes to resolve disputes and disagreements between and among all educational employees so that they can model these processes. (87-07)

B-57 EFFECTIVE CONTROL AND MANAGEMENT OF SCHOOL DISCIPLINE

The Ohio Education Association believes that an atmosphere of effective discipline is essential to promoting optimum learning in the school. Effective disciplinary procedures enhance high expectations and quality instruction, thereby promoting self-control and responsible behavior in students while ensuring the right of all students to due process and an orderly learning environment. An effective discipline plan must deal with immediate problems, create a safe school environment, and provide a process for achieving long-term changes in student behavior.

The Association also believes schools must be safe and welcoming for all students, discriminatory toward none and focused on educational practices that reach the whole child and disciplinary policies that emphasize prevention and rehabilitation over punishment. School districts must re-evaluate policies and practices that directly or indirectly push students of color out of school and on a pathway to prison.

The Association further believes that local boards of education in conjunction with local affiliates must be required to develop an ongoing process whereby school staff, parents/guardians/caregivers and students will be involved in identifying disruptive behavior and in prescribing, implementing, and evaluating codes of conduct. Such codes of conduct shall list student rights and responsibilities and delineate the consequence of a student's actions, thereby reducing disruptive behavior and allowing for the reinforcement and development of positive behavior patterns.

The Association believes its local affiliates should develop guidelines for effective alternative discipline and classroom management techniques. Governing boards, in conjunction with local affiliates, parents/guardians/caregivers, students, staff, and community members should develop policies and standards that provide the necessary administrative support to educational employees for the maintenance of a positive, safe school environment.

The Association urges affiliates to negotiate an ongoing process involving school staff, parents/guardians/caregivers, students, community, courts, and other social agencies in the identification of disruptive behavior. The process shall provide professional development opportunities in alternative methods emphasizing conflict resolution strategies and classroom management skills that reduce and correct disruptive behavior while encouraging and supporting appropriate behavior and training to support students dealing with issues such as, but not limited to, adverse childhood experiences, stress, and anger.

The Association also believes that no student has the right to interfere with the education of any other student. The Association will work through its affiliates to support legal positions, which guarantee that every student has access to education and the right to learn.

Accordingly, the Association condemns excluding students from the school setting until other methods of behavioral intervention have been exhausted. This does not preclude the removal of the offender from the school setting to protect other students and educational employees. Additionally, the Association believes that disruptive students should not be placed in vocational/career, technical, unified arts, or other special education classes except where programs are specifically designed to deal with discipline and proper placement procedures have been followed.

The Association believes corporal punishment should not be used as a means of disciplining students. (64-18)

B-58 HOME SCHOOLING

The Ohio Education Association believes that home schooling programs based on parental choice cannot provide the student with a comprehensive education experience. When home schooling occurs, students enrolled must meet the same state requirements as public-school students. Home schooling should be limited to the children of the immediate family, with all expenses being borne by the parents/guardians/caregivers. Instruction should be by persons who are licensed by the appropriate state education licensure agency, and a curriculum approved by the state department of education should be used.

The Association also believes that unfunded home-schooled students should not participate in any extracurricular activities in the public schools.

The Association further believes that local public-school systems should have the authority to determine grade placement and/or credits earned toward graduation for students entering or re-entering the public-school setting from a home school setting.
(85-07)

B-59 HOMEWORK

The Ohio Education Association supports the assignment of homework as one means of reinforcing and furthering classroom instruction and learning. The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (87-05)

B-60 LEARNER OUTCOMES/PERFORMANCE-BASED EDUCATION

The Ohio Education Association believes that performance-based education can be used effectively to improve the quality of Pre-K through 12 educations. The standards for performance-based education must prescribe skills that are observable and measurable within the educational environment and avoid any focus on values, attitudes or character traits.

When a performance-based system of education is adopted, adequate funds must be provided to ensure proper implementation and the standards should be developed by a committee composed of a majority of certificated/licensed educational classroom employees. (94-05)

B-61 SCHOOL LIBRARIES/MEDIA PROGRAMS

The Ohio Education Association believes that equity must be assured as public education works to meet the critical need to prepare all students to become information-literate adults and responsible citizens. The Association also believes every student must have a comprehensive library/media program within his or her educational setting. The Association encourages federal funding specific to library/media programs, increased

funding from state and local government sources, and public/private partnership funding to stimulate and support the efficient use of existing and emerging technologies and to provide for equity and freedom of access to information unimpeded by geographic, economic, social, or cultural constraints.

The Association further believes that:

- a. opening and closing times of media centers should be established to maximize their use by both students and staff;
- b. there should be one certificated/licensed library/media specialist per 500 students A.D.M. (Pre-K to 12) or major portion thereof, and that each school should have the full-time services of a person certified in educational media as well as the appropriate technical and education support professionals in order to provide a quality educational program for Ohio children;
- c. extended contracts should be provided for certificated/licensed and education support professionals in order to maintain services to students and staff during the entire school year;
- d. educational media, both print and non-print, should portray the diversity, achievements, and contributions of all segments of our multicultural society;
- e. programs should include printed and non-printed resource materials, necessary technology, and instruction in library research and information skills;
- f. a variety of educational media of print, non-print and electronic resources should supplement and complement curricular, personal and leisure needs.

The Association also believes that library media programs are negatively impacted if a library/media specialist does not have a substitute during his/her absence. (96-06)

B-62 INTERNET ACCESS

The Ohio Education Association believes that every school classroom, office, teacher workroom, and library/media center should have affordable, high speed, seamless, and equal access to the Internet.

The Association also believes that educational employees are essential to the development of an accepted use policy (AUP) and to the appropriate use of the Internet. Filtering of Internet web sites must maintain a balance between the protection of students and the open flow of information.

The Association further believes that an AUP that requires the signatures of parents/guardians and students must be in place before allowing student access.

The Association believes that Internet access and activities should be age appropriate and monitored and should foster critical use. Any documentation material reproduced as a result of Internet access should be properly cited and comply with copyright laws.

(00-13)

B-63 DISTANCE EDUCATION

The Ohio Education Association believes that quality distance education can create or extend learning opportunities but is not an alternative to traditional education that allows for regular face-to-face interaction among students, peers, and instructors.

The Association opposes arrangements whereby elementary, secondary, and undergraduate students receive all or most of their education through distance education and rarely, if ever, convene in an actual classroom. The Association recognizes that exceptions may be warranted in particular cases.

The Association also believes that students must be able to participate in distance education on an equitable basis without regard to social or economic status.

The Association further believes that the following principles represent a framework to ensure quality distance education:

- a. distance education courses should be managed to assure effective student and school participation, provide for regular interaction between students and their instructors and online classmates, and offer opportunities for offline activities;
- b. teachers who provide distance education at the elementary/secondary school level should be licensed in the subject matter taught and be skilled in learning theories, technologies, and teaching pedagogies appropriate for an online environment. Ongoing professional development is essential to assure that teachers maintain the skills appropriate for an online environment;
- c. students who take distance education courses should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include:
 1. appropriate equipment, technical support, libraries, and laboratories;
 2. appropriate services for elementary/secondary students, including onsite education employees to monitor student performance and act as a liaison to the distance education instructor;
 3. accurate course descriptions and clear expectations prior to enrollment;
 4. reasonable student to instructor ratios that allow for individualized interaction with instructors;

5. opportunities for appropriate student-to-student interaction;
 6. courses that are as rigorous as similar courses delivered by more traditional means;
 7. courses that meet accreditation standards.
- d. support systems should provide resources to instructors, students, and parents that are comparable to those that would accompany face-to-face courses, as well as any additional support necessary for the online environment;
 - e. multiple mechanisms, including appropriate technological safeguards, should be used on a regular basis to validate and authenticate student work. (05)

B-64 COMMUNICATION USING MEDIA AND TECHNOLOGY

The Ohio Education Association believes that school employees and employers should collaboratively develop guidelines for media and technology related to school activities. Such guidelines should promote professionalism, respect for privacy, intellectual integrity, and a positive learning environment. These guidelines should also include consideration of use during after school activities, and when students are being transported. (07-13)

B-65 STATE MANDATED PROGRAMS

The Ohio Education Association believes that any state mandated programs should be adequately funded by the State including the equity and adequacy of per pupil support. (87-05)

B-66 TELECOMMUNICATIONS TECHNOLOGY

The Ohio Education Association believes that every classroom and school library/media center should have equal access to the resources necessary to make full use of telecommunications. Students, educational employees, and educational institutions should be provided a connection to all telecommunications networks with access to the education community and the information resources that lie outside the broader community. Access to networks capable of carrying video, audio, and data are needed to permit groups of students, educators, and other individuals to collaborate on joint projects in any medium they choose.

The Association also believes that educational employees are essential to the success of telecommunications projects and that their perspective, insights, support and commitment are vital for successful implementation. The impact of telecommunications on educational employees should be subject to local collective bargaining agreements.

The Association further believes telecommunications can enhance learning opportunities for students, reduce educational inequities within and among educational institutions, and serve as an effective tool for staff development. Telecommunications should be used to support the development of critical thinking and collaboration skills. (96-19)

B-67 ASSESSMENT OF STUDENT LEARNING

The Ohio Education Association recognizes the need for ongoing comprehensive assessment of student growth. A student's level of performance must be assessed with authentic measures directly linked to the lessons teachers teach and the materials teachers use.

The Association believes that the primary purpose of any assessment should be as follows:

- a. to assist students and their parents/guardians/caregivers in identifying the student's strengths and needs;
- b. to encourage students to become lifelong learners;
- c. to measure the program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies;
- d. to develop appropriate learning experiences for students.

The Association also believes that no one measure should be used to determine a student's performance. Teachers must utilize a variety of measures to accurately assess student growth. All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, be free of cultural, racial, and gender biases.

The Association also believes that only classroom teachers have the right to decide upon criteria for assessment of students. Further, the Association believes that teachers must exercise final control of the assessment process and dissemination of results. (97-12)

B-68 STANDARDIZED TESTING OF STUDENTS

The Ohio Education Association believes that standardized tests and/or assessments should be used only to improve the quality of education and instruction for students. Standardized tests, whether norm-, criterion-, or standards-referenced, can validly assess only a limited range of student learning. Therefore, they should be only an adjunct or supplement to information obtained through school- and classroom-based assessment conducted by teachers for purposes of supporting and strengthening instruction as well as for summarizing and evaluating student learning. Standardized tests are most useful when designed by the education professionals closest to the classroom and integrated with assessment information specific to local programs. Affiliates should advocate for a variety of developmentally appropriate assessment techniques that allow for universal

design, necessary accommodations, modifications, and exemptions and are bias-free, reliable, and valid. When a test and/or assessment is mandated at the state, or national level, it should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area and be used only to evaluate a program's effectiveness toward meeting local, state, or national standards and/or goals.

The Association also believes that, in order for standardized achievement tests and/or assessments to support quality education:

- a. standards must be prioritized to support effective curriculum, instruction, professional development, and assessment;
- b. stakeholders must determine high priority standards. These standards must be clearly and thoroughly described so that the knowledge and skills students need to demonstrate are evident;
- c. valid results of assessment of high-priority standards must be reported standard-by-standard for each student, school, and district;
- d. the breadth of the curriculum must be monitored to ensure that attention is given to all standards and subject areas, including those that are not assessed;
- e. progress should be continually monitored to ensure that assessments are appropriate for the purposes for which they are intended;
- f. students with special needs and/or limited English proficiency should have appropriate alternative options to standardized testing to measure individual progress and proficiencies;
- g. Multilingual Learners (MLL) should be able to demonstrate an advanced understanding and application of academic language proficiencies in listening, speaking, reading, and writing in English prior to being required to take high stakes assessments.

The Association opposes the use of standardized tests and/or assessments when:

- a. used as the criterion for the reduction or withholding of any educational funding;
- b. results are used to compare students, teachers, programs, schools, communities, and states;
- c. used as a single criterion for high-stakes decision making;
- d. the results lead to sanctions or other punitive actions;

- e. arbitrary standards of improvement are required;
- f. they do not match the processing skills, motor skills and/or academic developmental levels or language proficiency of the student;
- g. student scores are used to determine compensation;
- h. programs are specifically designed to teach to the test;
- i. testing programs or tests limit or supplant instructional time;
- j. every student is required to be tested every year;
- k. students and parents/guardians are not provided with a complete report of the individual student's test results;
- l. time required to administer the test exceeds reasonable and appropriate limits for the age of the student;
- m. students with special needs or limited English proficiency are required to take the same tests as regular education students without modifications and/or accommodations;
- n. test preparation impedes or discourages learning, constrains the curriculum in ways that threaten the quality of teaching and learning for students, or limits and/or curtails future educational opportunities of learners;
- o. scores are used to track students;
- p. non-English-proficient students' scores adversely affect the evaluation of a school based on federal and state guidelines.

The administration of a standardized test and/or assessment includes the responsibility to educate the stakeholders about the purpose of the test, the meaning of the test results, and the accurate interpretation of its conclusions. The Association further believes that students, parents/guardians, teachers, administrators, schools, and school districts should not be penalized for parents/guardians exercising their legal rights to exempt their children from standardized tests and/or assessments. The Association believes that Ohio should be encouraged to make test items public after they are no longer used. (12-23)

B-69 CHARTER AND NONTRADITIONAL PUBLIC-SCHOOL OPTIONS

The Ohio Education Association supports innovation in public education. The Association believes that when concepts such as charter schools and other nontraditional school options are proposed all affected public educational employees must be directly involved in the design, implementation, and governance of these programs.

The Association also believes that plans should not negatively impact the regular public-school program and must include adequate safeguards covering contract and employment provisions for all employees, voluntary participation, health and safety standards for all students and employees, nondiscrimination and equal educational opportunity, staffing by licensed education professionals, and financial responsibility.

Programs must be adequately funded, must comply with all state laws applicable to regular public schools, must include start-up resources, must not divert current funds from the regular public-school programs, and must contain appropriate procedures for regular periodic assessment and evaluation, as well as adequate attendance and record-keeping procedures. (03)

B-70 DROPOUT PREVENTION

The Ohio Education Association believes high school graduation must be a federal, state, and local priority.

The Association also believes that education systems should collaborate with parents/guardians and the broader community. Together, they should provide intervention, social/emotional and legal support, academic assistance, and career programs to ensure that pre-K through 12 students remain in school through the completion of high school graduation requirements. (09)

B-71 EXPANDING STUDENT GRADUATION AND PROMOTION OPTIONS

The Ohio Education Association believes that public high schools should expand graduation and promotion options for students and create partnerships with colleges, alternative schools, and vocational, career and technical programs.

The Association also believes that any public educational authority that determines graduation and promotion requirements should employ multiple options in determining those requirements.

The Association further believes that these options serve as valid indicators of readiness for postsecondary opportunities. (09)

B-72 STANDARDS FOR STUDENT LEARNING

The Ohio Education Association believes in high standards that describe clear expectations for what students should know and be able to achieve. Throughout the implementation of content and performance standards, all students must be provided the instructional opportunities and learning conditions necessary to attain the standards. The Association supports the development and use of a variety of assessments that are appropriate to the standards. The Association also believes that there should be no

financial incentives or consequences linked to the development, adoption, or implementation of educational standards.

The Association further believes that local affiliates must participate in the planning, development, implementation, and refinement of standards, conditions, and assessments to ensure that:

- a. students, parents/guardians, education employees, community members, and governmental officials are involved and share the accountability;
- b. education employees are afforded released time and/or compensation in order to have opportunities to work with colleagues on a regular basis throughout the school year on how to teach and assess student proficiency in the standards;
- c. full funding and resources are provided;
- d. curriculum includes, but is not limited to, required standards. Standards are introduced into the curriculum at a rate that allows education employees opportunities to adapt their practice, work with each other, and pilot the work in a concerted fashion;
- e. appropriate attention is given to each student's progress toward attaining the standards and to his or her needs and developmental level;
- f. age appropriate placement, when used, includes appropriate interventions designed to support meaningful, challenging, and developmentally appropriate learning for each student;
- g. professional development is provided for all education employees to help align their practices to the standards;
- h. education employees participate in the review and refinement of standards and assessments;
- i. achievement gaps are eliminated. (09)

B-73 COMMUNICATION BETWEEN HEARING AND DEAF/HARD OF HEARING PEOPLE

The Ohio Education Association believes that the lack of communications between hearing and the deaf/hard of hearing has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students, staff, and administrators that will help them understand the unique needs of all deaf/hard of hearing

people and will help hearing students, staff, and administrators communicate with deaf/hard of hearing people.

OEA believes that children who are deaf or hard of hearing should have the legal right to American Sign Language to access education with certified American Sign Language interpreters. Children who are deaf or hard of hearing should not experience linguistic deprivation.

The Association also believes that American Sign Language should be offered as a foreign/world language elective credit at both high school and college levels. The Association further believes that educational sign language interpreters/translators must be qualified professionals who are licensed, state credentialed, or nationally certified.
(16)

B-74 MEDIA LITERACY

The Ohio Education Association believes that all media, not limited to the Internet or social media, can be powerful tools to obtain information, to create universal understanding, and to promote peace.

The Association supports and encourages programs that use electronic media within the classroom in a positive way. Media literacy programs must help students sharpen judgement, approach information with caution, and enable them to distinguish that which is verifiable, accurate, and reliable from that which is not. (20)

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

HEALTH, WELFARE, SAFETY

C-1 STUDENT HEALTH AND PERSONNEL SERVICES

The Ohio Education Association supports the development and implementation of school programs designed to instill in our young people a respect for the human mind and body. It strongly supports programs be used as foundations for instruction in the areas of human sexuality and the danger of the use of substances (e.g., drugs, tobacco, alcohol, vaping) which modify mood and behavior.

The Association recognizes that the total environment, including home, school, and community affects the mental, emotional, and physical health of students. The Association further believes that a healthy environment is essential for the proper education and growth of students. It strongly supports programs, which would:

- a. promote education programs for parents/guardians/caregivers to improve home environment;
- b. promote sound nutrition and includes education concerning the health risk associated with obesity and eating disorders and also provide information on additives and preservatives as well as processing procedures which remove nutritive value from foods and promote an awareness and recognition of biological sensitivity to foods;
- c. provide special diagnostic services through the schools for early detection of both physical health and mental health, and/or learning disabilities;
- d. improve educators' understanding of student growth and development to ensure the provision of a climate in the school conducive to good health;
- e. urge the enactment of legislation against pornographic exploitation of students;
- f. provide increased utilization of teachers, pupil personnel, and certificated health service staffs, and students in team efforts to resolve the causes of mental, emotional, and physical problems of students;
- g. provide comprehensive school and community health facilities and Federal health plans to meet the needs of students;
- h. provide comprehensive health services staffed by certificated health personnel in every school district;
- i. ensure that medication is dispensed and medical procedures be performed by

certificated health personnel designated by school board policy;

- j. provide that teachers, families, and community members educate students to understand and accept the concept of death to help them develop a better ability to cope with death experiences and increase their awareness and sensitivity to those around them having such experiences;
- k. urge the use of age-appropriate education materials designed to educate students on proper hygiene and in the problems and transmissions of, but not limited to, Acquired Immune Deficiency Syndrome, HIV, Hepatitis A and B, MRSA, and Influenza.

The Association believes in the right of all children and youth, including those without a permanent legal address, to an education, adequate housing, and health care. The Association also believes that health and physical education programs should be developed and maintained commensurate with students' maturation levels, and abilities.
(70-22)

C-2 STAPH INFECTIONS AND MENINGITIS

The Ohio Education Association recognizes that health and education officials have reported that staph infections including, but not limited to, Methicillin-Resistant Staphylococcus Aureus (MRSA), can spread through schools nationwide. Meningitis is also a growing concern among adolescents and the college-age population and therefore the Association recognizes the need for education about and rapid treatment of this condition.

The Association encourages school districts and educational institutions to initiate professional development for all employees each school year about staph infections and meningitis and their prevention. This information should also be included in any preseason orientation for students participating in athletic programs and for secondary students participating in physical education classes. This program should work in collaboration with school nurses and local health authorities. (10-20)

C-3 WELLNESS POLICY

The Association supports the efforts of each school district to have a written wellness policy in place that will be implemented by knowledgeable staff. The Association encourages each school district to teach students and staff about good nutritional choices plus ways to increase physical fitness and strongly supports any and all efforts towards implementation of district wellness policies. These policies should work in collaboration with school nurses and local health authorities. (06-19)

C-4 NUTRITION

The Ohio Education Association believes that proper nutrition is essential to child development and student success. The Association also believes that proper nutrition must be a part of prenatal care and must continue through life.

The Association supports programs within the education framework that promote understanding of proper nutrition. In addition, the Association advocates efforts to develop uniform symbols that make clear to consumers which food and beverage choices promote good nutrition.

The Association further believes school food service programs must be nutritionally sound, appealing, and affordable. Portions and/or serving sizes should be appropriate for various age groups. A choice of nutritious beverages and foods that are plant-based and minimally processed should be available. The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, medically correct for students and employees who have special, documented dietary needs, and are supported by public funds.

The Association also believes that changes in the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service as well as support additional funding, given projected increases in population and need.

The Association further believes that school districts should encourage the availability of healthy, nutritional snacks when snacks are available on school property in order to combat the national trend of obesity in children. (01-19)

C-5 DRUGS, ALCOHOL, TOBACCO AND OTHER CHEMICAL DEPENDENCIES

The Ohio Education Association is concerned about the individual and societal problems that underlie psychological and physiological drug dependency including alcohol, and tobacco, and vaping. It calls for new and improved ways of helping children and adults learn more positive ways of meeting and coping with these problems. It recognizes the need for improved educational programs about drugs and for the uniform categorization of drugs.

The Association believes educators need more training in identifying and teaching about addiction. Drug prevention education should be taught by trained professionals at times decided by the Association and administration at each building, whether during or outside the school day. It urges its affiliates to support legislation leading to the standardization of drug laws, which should not be limited to the sale and distribution of drugs, but should also include prohibition of the production, sale, and distribution of drug paraphernalia, and the improvement of drug prevention and rehabilitation programs.

The Association also believes addiction/recovery programs should be provided through wrap-around services, training, and education. The availability of health/outreach services should first be provided and incorporated into instruction in Health classes.

The Association discourages the abuse of drugs and believes that severe penalties for the illegal production, distribution, or sale of drugs should be strictly enforced. The Association urges its affiliates to support legislation mandating drug rehabilitation programs for any violation or conviction, whether civil or criminal, resulting from the possession or use of drugs.

The Association supports parent, student, community, and appropriate social services involvement with local governing boards of education and educational employees in developing community-supported programs to deal with drug and chemical dependency.

The Association also supports strict enforcement of the legal drinking age and the laws governing the sales of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21. (83-20)

C-6 ALCOHOL, TOBACCO, AND VAPING PRODUCTS AND ENDORSEMENTS

The Ohio Education Association believes that individual performers and organizers of concerts and sporting events should refrain from endorsing and advertising alcohol, and tobacco, and vaping products. The Association supports the elimination of incongruent and secondary advertising of these products. The Association also believes that all governmental promotion of, subsidies for, and involvement in production and distribution of these products should cease. The Association further believes that all places of public accommodation should be smoke-free and that taxes on these products should be increased. (98-20)

C-7 LIFE-SAVING TECHNIQUES

The Ohio Education Association believes that all educational employees and capable students be trained in basic life-saving techniques including CPR, AED's, Stop the Bleed, and the use of Epi pens as part of both school curriculum and staff development. Such training and refresher courses shall be provided by licensed/trained personnel. (19)

C-8 ANTI-OPIATE TREATMENTS

The Ohio Education Association believes that if a governing board of education develops, establishes, and passes clear directives on anti-opiate treatments that in-service training be provided. All school personnel should receive in-service training to recognize those who are seriously impaired. Those personnel voluntarily seeking to administer anti-opiate treatments, other than emergency responders, will receive additional training.

The Association also believes emergency personnel (including police, ems, fire, and/or nurses) should be the initial responders to administer anti-opiate treatments. Staff who have been trained in administering anti-opiate treatment shall have civil and criminal immunity, and protection from professional disciplinary action when voluntarily responding to an incident. (18)

C-9 FAMILY STABILITY FOR CHILDREN

The Ohio Education Association believes that it is in the best interest of all children to live in a secure and stable family environment. Every effort should be made to provide a family with the supportive services it needs to allow it to stay together and care for the child in a safe, non-abusive, and nurturing environment.

The Association recognizes the vital role both custodial and non-custodial parents can play in the development of their children. The Association encourages the judicial system to recognize the crucial role both parents can play in that development when legally appropriate.

The Association also believes that if a child's immediate family and/or extended family is unable to care for him or her, that the child may need temporary foster care while, at the same time, efforts are made to work with the family toward reunification with the child.

The Association further believes parents/guardians/caregivers that place children in foster care must be accountable for their efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of the child to the home. When a child is placed in temporary foster care, every effort should be made to ensure the child's stability of educational environment by minimizing changes in the schools attended.

The Association believes that, if it becomes clear that a family is not able to make a home for a child and is unable to resume parenting, efforts should be made for the legal release of the child for adoption. (97-19)

C-10 DEPENDENT CHILDREN OF MILITARY PERSONNEL

The Ohio Education Association believes that parents/guardians/caregivers serving in the military should have adequate services provided to ensure that their dependent children are cared for and an uninterrupted education is provided in the event of the mobilization of the parents/guardians/caregivers. The Association also believes that counseling should be available for military dependents and their guardians before, during, and after the military personnel's deployment. (03-22)

C-11 CHILD CARE

The Ohio Education Association believes that all childcare centers should have adequate facilities, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. Childcare centers should be examined and monitored on a continuous basis, and additional legislation should be sought as necessary to maintain the highest quality childcare.

The Association encourages school districts and educational institutions to establish on-site childcare for preschoolers, students, the children of students, and the children of staff members. (96-17)

C-12 DOMESTIC VIOLENCE

The Ohio Education Association recognizes the vicious, cyclical effects of family/domestic violence and the detrimental effects that this violence has on the student's well-being. The Association supports existing family services and further urges creation of additional support systems and shelters for families experiencing this problem. The Association encourages social services and the criminal justice system to continue to intervene actively in the cycle of family/domestic violence.

The Association urges that adequate funding be provided for preventive training and educational programs for staff, students, and parents/guardians/caregivers. (97-22)

C-13 CHILD ABUSE AND MISSING CHILDREN

The Ohio Education Association believes that all children should be protected from child abuse and/or criminal abduction and the resultant consequences. The Association is also concerned about the growing number of children who annually disappear. Unexplained absences are suspicious and warrant full and continued investigation.

The Association and its affiliates should:

- a. heighten education employee awareness of these problems through the development of workshops, lectures, and seminars;
- b. encourage the development, endorsement, and use of materials to increase student awareness in dealing with child abuse, abduction lures, and the inappropriate use of the Internet;
- c. cooperate with community organizations and businesses to increase public awareness and understanding of child abuse and criminal child abduction;
- d. encourage local and state affiliates to work cooperatively with local programs and/or authorities to raise the public's consciousness about the missing children crisis;
- e. urge that the voluntary fingerprinting of children be conducted in a nonthreatening environment and that the completed fingerprint cards are given exclusively to the parent or guardian;
- f. require educational employees to report to appropriate authorities instances of suspected child abuse, neglect, and exploitation while providing those employees with immunity from legal action;

- g. encourage development of legislatively funded provisions for dealing with the abusive child, adult, or institution as well as processes, protective options, and coping provisions for the abused, neglected, or exploited child;
- h. encourage enactment of legislation for protection of children from parents/guardians who demonstrate neglect by leaving them unattended or unsupervised.

The Association urges local affiliates to seek legislative support and publicity in addressing these problems. (82-17)

C-14 PARENTAL PARTICIPATION IN THE EDUCATIONAL PROGRAMS

The Ohio Education Association believes that custodial parents, non-custodial parents, guardians and foster caregivers who are not prohibited from contact by court order are a valuable part of the child's educational program. As such, custodial parents, non-custodial parents, guardians and foster caregivers shall have the right to participate in all educational considerations concerning their student. This participation shall include, but not be limited to, the development of an Individualized Education Program (IEP). (94-17)

C-15 PROTECTION OF STUDENTS WITH DISABILITIES

The Ohio Education Association believes that all students with disabilities, including those in a custodial environment, are entitled to a free, appropriate public education within the least restrictive environment and that this education should be determined with maximum teacher involvement. The Association also believes that to implement effectively Public Law 94-142, Individuals with Disabilities Education Improvement Act (IDEA) and its revisions, certain conditions must be met.

The Association further believes that regular and special education educators and administrators must share equally in planning and implementing programs for students with disabilities, including the identification of appropriate educational matters and the determination of support services.

The Association believes that Individualized Education Programs (IEPs) should provide appropriate services for students with disabilities. To achieve this end, modifications in class size (using a formula), in scheduling, and in curriculum design should be made. Students with these IEP's should be allowed to use the designated accommodations for all standardized tests at the local, state and national levels. Furthermore, the special needs of these students must not be used to rationalize unacceptable learning or working conditions for any student or educator. (03-20)

C-16 CHILD SUPPORT PAYMENTS

The Ohio Education Association believes that non-custodial parents must ensure the financial security of their minor children. We support efforts on the part of parents and local, state, and federal agencies to establish and enforce adequate child support guidelines and to upgrade the effectiveness of the courts in collecting designated child support. (92-17)

C-17 EXTREMIST GROUPS

The Ohio Education Association is concerned about the emergence and resurgence of extremist groups.

The Association condemns the philosophy and practices of extremist groups and their efforts to recruit young people in our schools. The Association also urges all its affiliates and members to actively oppose all such movements whose objectives are contrary to the ideals of the Association. (83-17)

C-18 ENVIRONMENTALLY SAFE SCHOOL

The Ohio Education Association believes that all educational facilities must have good indoor air quality, be smoke-free, and be safe from environmental and chemical hazards.

School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and educational employees. Further, school districts must complete corrective actions to eliminate the identified problems and report results in a timely manner.

The Association also believes that it is incumbent on local education providers to be forthcoming with information regarding mold infestation and other indoor environmental hazards in school facilities.

The Association encourages districts to monitor current information from recognized scientific sources about the effects of electromagnetic Fields (EMFs) on human health.

The Association further believes in the establishment and enforcement of standards of the Occupational Safety and Health Administration (OSHA) to ensure health and safety.

The Association supports ongoing training and certification of educational employees who work in potentially hazardous situations. This training must include proper handling, storage, and disposal of hazardous materials and instruction on Materials Safety Data Sheets (MSDS). Additional health hazards should not be created when facilities are altered or repaired.

The Association believes that school districts must post MSDS and OSHA standards. Students and/or their parents/guardians/caregivers, educational employees, and the public should be notified of actual and potential hazards. All stakeholders should be involved in developing a plan for corrective action. (00-20)

C-19 HAZARDOUS MATERIALS AND ENVIRONMENTAL CONTAMINANTS

The Ohio Education Association believes that the establishment and enforcement of stringent safeguards concerning hazardous materials and environmental contaminants, including provisions for the strict monitoring on and around educational facilities must be established and enforced.

The Association also believes that students and staff must be protected from the hazards of dangerous materials, such as asbestos, used in the construction and maintenance of educational facilities.

The Association further believes that prospective school sites be reviewed to determine that such sites are not a current or former hazardous waste disposal site, a hazardous substance release site, or site of hazardous substance pipelines wells or other underground hazards. (92-18)

C-20 PHYSICAL ENVIRONMENT FOR EDUCATION

The Ohio Education Association believes that the physical environment for education must keep pace with the growth in the number of students, the changes in methods of teaching, and the presentation of instructional materials. Sufficient custodial and maintenance staff and resources must be provided in every facility in order to maintain a safe, healthful, attractive, and clean environment for both students and staff. The Association supports facility designs that promote healthy indoor air quality through properly designed, installed, and maintained ventilation systems and the use of non-toxic materials. Any building materials in school facilities should only be used in appropriate areas and must be properly installed and maintained according to established federal, state, or local guidelines. Instructional space must be flexible and provide for the needs of special students. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students.

The Association **ALSO** believes that educational employees should ~~also~~ be made aware of the location of hazardous materials within their worksites. With the involvement of local education associations, governing boards should implement appropriate programs to protect educational employees and students from such materials.

Educational employees must be involved in the development of emergency plans to be followed in the event of accidents involving hazardous materials and environmental contaminants, and all educational employees must receive copies of these plans. The Association urges its affiliates to work for cooperation and planning among neighboring school districts, communities, and states. At minimum, emergency plans must include comprehensive alerting and communications systems, predetermined escape routes and alternatives, training for the educational employees involved, and regularly scheduled practice drills. (92-47-24)

C-21 BEFORE AND AFTER-SCHOOL PROGRAMS

The Ohio Education Association believes that all children need adequate supervision, study skills sessions, guidance, and recreational activities before- and after-school hours. Therefore, adequately funded opportunities for before- and after-school programs should be developed and staffed by qualified, trained personnel. (94-17)

C-22 SCHOOL TRANSPORTATION

The Ohio Education Association believes free transportation should be provided for all public-school students residing beyond a reasonable and safe walking distance from their assigned schools. The Association also believes that local school districts should provide students with transportation for all school-related activities. School bus personnel holding a CDL/SP (Commercial Driver's License/School Bus and Passenger License) should be utilized to transport students at all times. No educational employees other than school bus personnel should be required to transport students as a condition of employment. All school bus personnel who are utilized to transport students should be publicly employed.

The Association further believes that all aspects of transporting students require close monitoring. Where preschoolers or students with disabilities are being transported, buses should be adapted appropriately. For the welfare of students, paid bus assistants should be provided. It also believes that overcrowding of buses must be prohibited and that safety requirements for buses and other designated school vehicles must be stringently enforced. In addition to the required annual bus inspection, the Ohio Highway Patrol will also conduct random bus inspections. Yearly bus evacuation drills and appropriate health and safety training including issues of student management, discipline and violence must be provided for all school bus personnel.

The Association supports increased penalties for drivers who pass school buses with activated warning lights and signs. Buses should be equipped with external cameras and recording systems to assist in the prosecution of violators.

The Association advocates the continued research and development of safety features and passive restraint systems for passengers in school buses and the inclusion of those features shown to be effective. (87-20)

C-23 SOCIAL EMOTIONAL AWARENESS

The Ohio Education Association believes that there are increasing mental and emotional pressures upon the students of this nation. The Association supports the utilization of evidence-based instructional methods and adequate staffing of specialized professional support personnel to provide services designed to develop and promote healthy social and emotion skills in all students for lifelong learning.

The Association also believes professional development to prepare education personnel and training for parents/guardians/caregivers is necessary to help students cope with social and emotional stressors.

The Association further believes that schools must work collaboratively with the community, local, state, and national agencies to ensure that children and young adults receive comprehensive interventions and services that support their physical and psychological well-being, and that interventions and services should be made available to all children and young adults beginning at Pre-K. The Association urges legislative support and publicity for these programs. (81-22)

C-24 POSITIVE SCHOOL ENVIRONMENT

The Ohio Education Association believes that an effective school climate is necessary for promoting educational excellence in our public schools. The Association also believes that an effective school has a positive environment where educational employees, students, and parents/guardians/caregivers communicate with, care for, respect, and trust each other and where the school as an institution cares for, respects, trusts, and fosters an understanding among the people in it.

The Association believes educational employees and students should be protected from all forms of harassment, including verbal abuse, name-calling, intimidation, and other actions leading to a hostile and offensive environment. Appropriate education must be given and timely action must be taken to ensure that harassment does not recur. The Association further believes that due process must be guaranteed to all individuals accused of harassment. The Association also believes that there should be procedures to prevent all types of harassment and to eliminate any harassment that might occur. (96-17)

C-25 SAFE AND VIOLENCE-FREE SCHOOLS

The Ohio Education Association believes that educational employees and students should be safe from violence. We urge the appropriate agencies – including public safety agencies, school administrators, and local, state, or national governments – use their authority to prevent violence in schools.

The Association also believes that mandatory penalties must be enacted for criminal actions involving deadly weapons or look-alikes on school property.

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

The Association supports collaboration among family, school, community, business, law enforcement agencies, the courts, and social services agencies in the effort to reduce violence and disruptive behavior and to use their authority to prevent violence in schools and in society. However, the Association believes districts' punishment should not have a

disparate impact on students of color, those who identify as LGBTQ+, have identified disabilities, and/or are English Learners (EL).

The Association also believes that school security personnel and staff must be properly trained to respond to potentially violent situations with training based on current best practices. In addition, all staff should be provided with appropriate training on how to maintain a safe school climate.

The Association further believes that all school buildings must have controlled access during the school day. Schools and school districts must implement policies and procedures that would monitor visitor access. (90-20)

C-26 DISCIPLINE, ORDER AND SAFETY REQUIRED FOR LEARNING

The Ohio Education Association believes that all educational employees, parents/guardians/caregivers, students, school governing boards, and community members and agencies must work cooperatively to establish and maintain safe schools and orderly school environments. Students and educational employees should be safe from physical, verbal, and psychological violence.

The Association also believes that both schools and school districts must have written discipline plans with procedures that are fair, equitable, and consistently enforced and procedures for the orderly conduct of school activities and events. The Association further believes that there must be written safety crisis plans for emergencies such as fire, storm, medical crisis, and intruders.

The Association supports ongoing educational training programs in conflict prevention/conflict resolution should be provided for all educational employees dealing with students' behavior before, during, and after crisis situations.

The Association believes that students must learn strategies and skills, including conflict resolution that develops tolerance, self-discipline, and self-control. Students must also learn to distinguish between their own rights and responsibilities and the rights and responsibilities of others. There should be appropriate services and placement within regular education and alternative education programs and/or with state and/or community agencies for students who disrupt the learning environment or who are dangerous to other students and educational employees. However, school districts must avoid zero tolerance policies that criminalize minor infractions of school rules, and over rely on exclusionary disciplinary referrals to law enforcement and juvenile justice authorities.

The Association also believes that schools and school districts should provide programs dealing with child development, parenting skills, and strategies for dealing with disruptive students with challenging behavior to parents/guardians/caregivers.

The Association further believes that all persons, regardless of sexual orientation, should be afforded equal opportunity and guaranteed a safe and inclusive environment within

the public education system. The Association believes that, for students who are struggling with their sexual/gender orientation, every school district and educational institution should provide counseling services and programs that deal with high suicide and dropout rates and the high incidence of teen prostitution. These services and programs shall be staffed by trained personnel. (00-19)

C-27 PROTECTION OF STUDENTS WITH LIFE-THREATENING ALLERGIES

The Ohio Education Association believes that all educational governing bodies must establish and implement training for all educational employees in the awareness of life threatening allergies. This training shall include, but not be limited to, strategies to reduce exposure to allergens and appropriate procedures on communicating with parents /guardians/caregivers students and employees about such allergies. (07-22)

C-28 SCHOOL EMERGENCY PLANS

The Ohio Education Association believes in the safety of all students and staff. The Association also believes that schools, school districts, and school transportation systems must have written plans that delineate procedures that include, but are not limited to, emergencies, lockdowns, evacuations, and weather-related conditions. Emergency plans for each school site must be developed by school personnel and parents/guardians /caregivers in partnership with community agencies. The Association further believes that for these plans to be effective they must be practiced and updated on a regular and consistent basis. Plans must include stress management/counseling strategies as follow-up care for students and staff when appropriate. (08-22)

C-29 SUICIDE PREVENTION/INTERVENTION

The Ohio Education Association believes that evidence based suicide prevention programs should be an integral part of the school program. Appropriate training on suicide prevention/intervention using professionally recommended materials and methods must be provided to all affected educational staff prior to the formal implementation of such programs. Such a program must include the components of prevention, intervention, and post-intervention. (89-17)

STUDENT RIGHTS

C-30 STUDENT RIGHTS AND RESPONSIBILITIES

The Ohio Education Association believes that basic student rights include the right to safe and stable school environments; free inquiry and expression; freedom of the press; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of sub minimum wage; equal educational opportunity; and that student rights must be safeguarded when students are involved in fund-raising activities.

The Association also believes that each of these rights carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and conformance to school rules and regulations that do not abrogate these rights. Students share with the administration and faculty a responsibility to develop a climate within the school that is conducive to learning. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of each person involved in the educational process.

The Association further believes in the confidentiality of student information and opposes its dissemination to any organization or institution without the consent of the student and/or parent/guardian /caregiver. (64-22)

C-31 OPTIMIZING TIME TO LEARN

The Ohio Education Association believes that time to learn is essential in promoting optimum achievement in the schools. The Association also believes that excessive absenteeism from school, excused or unexcused, have adverse effects on program continuity and achievement of the student.

The Association urges its state and local affiliates to review current law, practices and/or policies concerning all school absences. In order to support academic success for all students, the district will partner with staff, students, and their families to identify and reduce barriers to regular school attendance. The Association supports the district utilizing a continuum of strategies to reduce student absence. However, suspensions and expulsions should not be considered appropriate strategies when addressing excessive student absences.

The Association acknowledges the need for some students to be gainfully employed. However, the Association also urges its affiliates to develop programs that will make parents/guardians/caregivers, students, and employers aware of the adverse effects of excessive working hours upon a student's attention span and academic achievement. Further, the child labor laws, as structured by the current Fair Labor Standards Act, must be monitored, enforced, and strengthened by the local, state, and national governing authorities. (80-18)

C-32 CHILDREN AND THE MEDIA

The Ohio Education Association recognizes that children are an especially vulnerable audience who must be protected from violence, glamorized crime, race and sex stereotypes, sexual content and exploitation by advertisers and all entertainment media. It encourages advertisers, media professionals, and parents/guardians/caregivers to promote, at proper viewing times, a variety of materials of the highest caliber for children of all ages to help them to become intelligently critical viewers, listeners, and readers. The Association encourages all media and advertisers to use standard grammar.

The Association urges its affiliates to establish media study committees to monitor media activities, to provide research materials and training for members, and to promote positive educational programming. The Association further urges its affiliates and members to help parents/guardians/caregivers determine the types of programs their children should listen to or view. (91-17)

C-33 EXTRACURRICULAR PARTICIPATION

The Ohio Education Association believes that the successful completion of an academic program is the first priority for all students. The Association also believes that all schools, colleges, universities, and parents/guardians/caregivers must accept their educational responsibilities to student athletes and participants in other extracurricular activities. These students should not be exploited for economic and/or personal gain.

The Association further believes that there should be fair and equitable eligibility requirements for student participation and student progress should be monitored frequently. (87-17)

C-34 REDUCED ILLEGAL YOUTH GANG ACTIVITY

The Ohio Education Association recognizes that the influence of youth gangs on educational environments and practices is not solely an urban problem. It therefore calls upon its members and affiliates to take pro-active measures to eliminate gang related problems in their school districts. The Association supports education programs that promote positive self-image and academic success, such as dropout prevention/intervention, before- and after-school programs, COLLEGE AND CAREER READINESS PROGRAMS, and job training, particularly for at-risk students in areas where there is a high degree of gang activity.

The Association supports collaboration among family, school, community, business, and law enforcement agencies in the effort to reduce gang related crime. The Association further believes that it is the role of federal, state, and local governments to support the development and implementation of education and youth employment programs in helping to reduce illegal gang activity. (91-47 24)

C-35 JUVENILE DETENTION AND INCARCERATION

The Ohio Education Association believes that juveniles in detention centers must be provided educational programs that will enable them to become contributing members of society. Education programs for these juveniles must be structured to provide instruction in self-discipline, life skills and learning skills. Students completing their education in such a setting should have the same right to an education, which meets the minimum standards of the State of Ohio as any student in a public-school setting. Local school districts must fulfill their fiscal obligations to remit the required funding to the detention facilities in which students from their districts are placed.

The Association also believes that it should be the commitment of all educators to provide for the smooth transition of a juvenile from the institutional setting back to the community setting in order to allow for the success of the juvenile. Such a transition should include planning on the part of the school to meet the special needs of the juvenile. (87-19)

C-36 STATE AND LOCAL JUVENILE CODES

The Ohio Education Association believes that a study of state and local juvenile codes is imperative because of the increased number of offenses committed by juveniles and increased violence in the schools.

The Association suggests the formation of school-community groups to work for passage of strong juvenile codes and to encourage enforcement of those codes.

The Association urges its affiliates to provide testimony at hearings and to support legislative changes that strengthen state and local juvenile codes. The Association further urges stringent enforcement of existing codes. (80-17)

C-37 EDUCATIONAL PROGRAMS FOR ADOLESCENT PARENTS

The Ohio Education Association believes that school districts must meet the educational needs of adolescent students who are parents or who are about to become parents. The Association also believes that school districts must provide additional academic and holistic support to equitably meet the needs of these students such as daycare, job readiness, health care services, mental health services, and other family needs. Such students should not be discriminated against or denied equal educational opportunities. (98-21)

C-38 EDUCATION IN TIMES OF CRISIS

The Ohio Education Association believes that the health and safety of students, staff, family, and community must be foremost and that educational integrity must be maintained in times of crisis. The Association believes that no student should be required to study or educational employee should be required to work in life-threatening situations without appropriate protections or informed consent free from reprisal.

Furthermore, the Association believes that students receive best instruction in settings where they can interact person-to-person with classroom teachers, other educational employees, and their peers.

Accordingly, in cases when schools must be closed or curriculum, practices, services, or schedules must be modified because of crisis, the Association believes governing boards and public officials must work closely with staff, parents, and community leaders to maintain as much as possible the existing modes of classroom instruction and student services. In institutions of higher learning, the Association believes recognized leaders of the student body should be involved.

The Association also believes that public officials at all levels have the obligation to keep the public honestly informed about the scope of, the course of, and steps being taken to address the crisis at hand. So too, the Association believes all decisions must be made in a timely manner--without bias, without regard to program popularity, and without political or economic expediency rather than necessity.

Likewise, the Association believes that local associations must be consulted and participate in any immediate decisions, especially when contract matters are concerned. The Association urges local associations to define their members as essential workers, and to include provisions for future contingencies as they negotiate contracts with governing boards. (21)

D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS

PROFESSIONAL PREPARATION

D-1 ADMINISTRATOR TRAINING AND EVALUATION

The Ohio Education Association believes that administrators and other educational employees are partners in the total school program. Administrators must maintain valid administrator certification/licensure and have periodic teaching experience. Areas of training should include participatory decision-making, interpersonal skills, personnel selection, staff evaluation, curriculum, and school management techniques. Prior to credentialing, an administrator shall have served at least five years in a full-time teaching position in a classroom.

The Association also believes that procedures for evaluation of administrators should include evaluations by the educational employees under their direct supervision. If, after being given sufficient time and opportunity for improvement, an administrator is formally reevaluated and there is documentation of incompetence, the chief administrator should begin dismissal proceedings with guaranteed due process. (86-20)

D-2 TEACHER PREPARATION PROGRAMS: CLINICAL PRACTICES

The Ohio Education Association believes that clinical practice is essential to provide prospective teachers with the experiences necessary to enter the profession and be prepared to teach. Clinical practice contributes to enhanced student learning by fostering the development of a reflective practitioner.

The Association also believes that clinical practice should include a supervised student teaching experience/internship and a post-hiring residency for a prospective teacher to achieve full licensure. Clinical practice provides formal support, instruction, and guidance by a faculty member in a teacher preparation program and by an experienced, licensed pre-K through adult education teacher in the same field of practice.

The Association further believes that prospective teachers completing clinical practice should demonstrate:

- a. a comprehensive understanding of the central concepts and structure of the disciplines that they teach;
- b. a knowledge of how children learn, including how their approaches to learning differ;
- c. the ability to provide learning opportunities that support the intellectual, social, physical, and personal development of individual students;
- d. a variety of instructional strategies that encourage students to develop critical

- thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning;
- e. the ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals;
 - f. the effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and personal development of individual students;
 - g. the use of active inquiry and collaboration between and among colleagues;
 - h. the effective use of technology to deliver in-person, blended, and virtual instruction.

The Association believes that clinical practice experiences provide opportunities to establish essential relationships with other education employees, parents/guardians, and agencies in the community to support students' learning and well-being. (99-22)

D-3 CODE OF ETHICS

The Ohio Education Association reaffirms the responsibility of all members of the education profession to become knowledgeable about the Code of Ethics of the Education Profession and the existing procedures for its enforcement and to adhere to its principles. (See Addendum A.) (75-76)

D-4 MENTOR AND INDUCTION PROGRAMS

The Ohio Education Association believes that mentor programs, induction programs, and other professional peer support systems should be utilized solely for the development of professional expertise. The Association also believes that the planning, implementation, and evaluation of such programs must be cooperatively negotiated and developed with the local and state affiliates.

Qualifications of mentor teachers and the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentor programs are most effective when the mentor and mentee hold similar licensure or experience. Criteria for implementation must be left to the discretion of the planners of each program, participation must be voluntary for mentors, and the state or local authority has the obligation to provide hold-harmless protection.

The Association further believes that mentor teachers must be compensated for all additional responsibilities and that the program must be fully funded by either the state or the local authority. Additionally, mentees must be provided the appropriate time within the contractual day to complete the necessary requirements, such as, but not limited to, release time or duty-free periods.

The Association believes that the formative assistance provided by such programs must be independent of any summative evaluation. Any documentation, and/or verbal conversations, that result from the mentor-mentee relationship must be confidential and must not be included in the participants' personnel files. (93-22)

D-5 PEER ASSISTANCE AND REVIEW PROGRAMS

The Ohio Education Association believes that high standards within the teaching profession and continuous improvement in professional practices are cornerstones of the profession. The Association also believes that these professional standards and practices improve student learning and enhance student success. Peer assistance and review programs, based on agreements between local affiliates and school districts, are one means of achieving these goals and ensuring a quality teacher in every public-school classroom. Each local affiliate should make its own assessment as to the appropriateness of establishing a peer assistance and review program providing that consulting teachers are properly compensated and provided adequate time to fulfill their responsibilities. In addition, all participating educators in the mentoring process should be guaranteed their Association membership and/or bargaining unit status.

Peer assistance and review programs may provide opportunities for collegial participation in both formative assistance and summative evaluation. Peer assistance and review programs may combine formative assistance (assistance to help teachers improve their skills and to provide information regarding professional growth needs and opportunities) and summative evaluation (evaluation which is the basis for decisions such as selection, placement, reassignment, tenure, and retention). (98-03)

D-6 TEACHER PREPARATION PROGRAMS: AFFILIATE/MEMBER PARTICIPATION

The Ohio Education Association believes that its members and local associations should take immediate steps to become involved in college and university committees that control teacher education programs.

We further believe that these committees should:

- a. support the inclusion of instruction in school law and in the values, ethics, responsibilities, and structure of professional teacher organizations;
- b. support regulations that would place certificated/licensed educators with teaching experience in decision-making roles in departments of education;
- c. share in the responsibility for practicum/field experience with the public schools and the institutions that prepare teachers;

- d. provide knowledge of the values, ethics, responsibilities, and structure of professional teacher organizations;
- e. introduce teacher candidates to OEA's student membership division, Aspiring Educators, and stress the benefits and rewards of becoming a member of the United Education Profession; especially the need to have proper liability insurance coverage and protection. (93-00)

D-7 TEACHER PREPARATION PROGRAMS: CONTENT AND EVALUATION

The Ohio Education Association believes that a sound teacher preparation program must be adequately and equitably funded and must:

- a. involve certificated/licensed Pre-K through adult education teachers who are currently practicing in their field of expertise in the design, implementation, and evaluation of the program;
- b. involve students preparing to teach in the evaluation and improvement of the standards of the program;
- c. involve teacher educators who are certificated/licensed and experienced in their instructional areas and demonstrate practical knowledge of schools and classroom teaching;
- d. include a policy of nondiscriminatory, affirmative recruitment;
- e. include tests, reports, student teaching, and other measures designed to assess progress in acquiring the knowledge and skills necessary for effective teaching;
- f. include required courses in the liberal arts, subject or grade level specialty, reading, research and information skills, methodologies pertinent to the instruction of English learners, and professional studies that include learning theories, curriculum design, and instructional strategies, including those that incorporate educational technology;
- g. include instructional content and experience that address our multicultural, multiethnic diversity, recognize the contributions of ethnic and other minorities, and provide techniques for teaching culturally diverse students;
- h. involve students in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment;
- i. include instructional content and experience in student assessment, classroom management, discipline/alternative discipline, group processes, shared decision-making, strategic planning, the dynamics of intergroup

communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations;

- j. include a variety of field experiences throughout the preparation program culminating in a practicum. Such field experience should be utilized solely as an avenue for the development of professional expertise and not as a means to reduce educational staff and/or budgets;
- k. include instructional content in the area of job contracts, salary schedules, benefit programs, working conditions and teachers' legal rights and responsibilities under Ohio Revised Code;
- l. include practical instruction and experience in the processes, strategies, realities, responsibilities, and challenges of collective, shared decision-making and strategic planning;
- m. include course content in awareness and education programs of all special education areas recognized by federal and state law;
- n. provide access to professional and pre-professional organizations related to the education profession and areas of certification/licensure;
- o. culmination of teacher preparation programs should provide candidates with the resources and practice opportunities to prepare for performance assessments that lead to certification and/or state or national licensure;
- p. be evaluated and accredited by the Council for the Accreditation of Educator Preparation (CAEP) Accreditation System, which serves all providers currently accredited by the National Council for Accreditation of Teacher Evaluation (NCATE) and the Teacher Education Accreditation Council (TEAC);
- q. be funded at a level that ensures that CAEP accreditation is achieved and maintained;
- r. include training to deepen educator awareness about how their actions impact students, including how institutional racism and implicit bias impact students, and to increase the cultural competency of educators. (93-22)

D-8 TEACHER PREPARATION PROGRAMS: ENTRY

The Ohio Education Association believes that its local affiliates and members should continue to improve standards for entrance into the teaching profession by:

- a. working cooperatively with teacher training institutions and their professional organizations;

- b. supporting a professional standards board composed of a majority of Pre-K to 12 public school teachers.

We further believe that requirements for entry to college of education programs should be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. Admission to any program should be based on multiple considerations, such as recommendations of faculty (liberal arts and education), grade point average, personal interviews, and recommendations of persons in related fields. The selection process shall be a continuous and integral part of the candidate's educational program. Such process shall be nondiscriminatory.

The Association urges appropriate state agencies to inform teacher preparation institutions of projected needs by certification/licensure areas. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (93-98)

D-9 TEACHER PREPARATION PROGRAMS: RECRUITMENT

The Ohio Education Association supports a strong program of teacher recruitment with special emphasis on recruitment of under-represented candidates should include a policy of affirmative recruitment, and should encourage incoming teachers to engage in the work of the association. Pre-teaching programs and recruitment efforts should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include the active participation of practicing Pre-K through 12 teachers.

The Association encourages individuals interested in teaching as a career to attend institutions accredited by the Council for the Accreditation of Educator Preparation (CAEP). The Association further believes that high school counselors and advisors should be aware of and explain to students the advantages of attending CAEP accredited institutions.

The Association believes that federally financed loan and grant programs should be established to encourage students to become professional educators. Progressive forgiveness of the loan should be based upon the number of years of professional service. The Association also believes in the encouragement of grants from both public and private sectors for students planning to pursue a career in education. (93-15)

D-10 TEACHER PREPARATION PROGRAMS: STUDENT TEACHING

The Ohio Education Association believes that student teachers should be provided with legal status and liability protection.

The Association also believes that standards for school systems that receive student teachers, including guidelines for cooperating teachers and college coordination of student teachers should be cooperatively formulated by all involved parties.

Supervising or cooperating teachers in a student teaching program should have reduced teaching loads and be given fair and adequate monetary compensation. A minimum rate of compensation for cooperating teachers should be established by the profession. Cooperating teachers should also receive continuing education units (CEUs).

The recommendations of the supervising or cooperating classroom teachers in such student teaching programs shall weigh heavily in the final decision regarding readiness to enter the teaching profession.

The Association further believes that teacher preparation programs should offer alternative placements for student teachers assigned to a school in the event of a strike or other work stoppage in order to meet the requirements for teacher certification.

The Association believes that the acceptance of student teachers must be on a voluntary basis. (93)

D-11 HIRING POLICIES AND PRACTICES FOR TEACHING POSITIONS

The Ohio Education Association believes that, to provide the highest quality education to all students, recruitment programs and hiring practices must ensure that all teaching positions be filled by highly qualified professionals. The Association also believes that hiring policies and practices must be nondiscriminatory and include provisions for the recruitment of a diverse teaching staff reflective of the community and the student population.

The Association further believes that individuals under consideration for teaching positions must have completed a teacher education program meeting the Council for the Accreditation of Educator Preparation (CAEP) standards and be certificated/licensed in the field of the specific teaching assignment.

Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.

The Association also believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process.

(00-15)

D-12 TEACHER EDUCATION FOR EDUCATION SUPPORT PROFESSIONALS

The Ohio Education Association believes that education support professionals are an integral part of the student's learning process and, therefore, would make excellent candidates for teacher preparation programs.

The Association also believes that affiliates should support the development of programs, resources, and funding, to assist those education support professionals who wish to obtain a college degree and fulfill the requirements necessary to become licensed classroom teachers.

The Association encourages certificated/licensed colleagues to act as a support system for such programs. (00-03)

APPROPRIATE STAFFING

D-13 A FULLY-QUALIFIED EMPLOYEE IN EVERY SCHOOL SUPPORT POSITION HIGHLY QUALIFIED EDUCATION SUPPORT PROFESSIONAL IN EVERY SCHOOL

The Ohio Education Association believes that all education support professionals must have the knowledge and skills necessary to perform their duties.

The Association insists that every education support position be filled by employees who have appropriate levels of experience, can demonstrate competence in their area, have completed appropriate training programs, and hold licenses and certificates where required by law or by regulations of civil service or other public agencies.

The goal of the profession must be to provide the highest quality of education to all students. To achieve this goal, the profession must be composed of individuals who meet the highest standards. This goal can be achieved by the profession in partnership with other educational employees, parents/guardians, the community, the district, and the state. (97-03 24)

D-14 CERTIFICATED EDUCATOR IN EVERY ELEMENTARY AND SECONDARY PROFESSIONAL POSITION

The Ohio Education Association insists that professional positions, including specialized and substitute positions, be filled by highly qualified educators holding the appropriate certificate/licensure. (65-04)

D-15 SCHOOL COUNSELING PROGRAMS

The Ohio Education Association believes that school counseling programs should be integrated into the entire education system, pre-K through college. Such programs should be provided through a maximum counselor/student ratio of 1:250 by appropriately certificated/licensed school counselors who have been trained to support students in realizing their full potential in all areas of growth and achievement. (87-16)

D-16 SUPERVISION OF EXTRACURRICULAR ACTIVITIES

The Ohio Education Association believes that extracurricular activities are an important part of a school's educational program with the following stipulations:

- a. local standards and guidelines must be appropriate to the performance of these extracurricular duties;
- b. extracurricular assignments shall be filled on a voluntary basis;
- c. supervisors of these activities must have the appropriate knowledge and skills necessary to perform their duties;
- d. coaches must have an Ohio state credential for the specific duties of their assignment;
- e. qualified educational employees must be given the opportunity of first acceptance for supervisory positions;
- f. educational personnel should receive adequate compensation;
- g. staff members must be provided with the appropriate ongoing training, including but not limited to school policy, school law, and cardiopulmonary resuscitation/first aid. (95-21)

PROFESSIONAL DEVELOPMENT

D-17 LOCAL PROFESSIONAL DEVELOPMENT COMMITTEES (LPDC)

The Ohio Education Association believes that at least one LPDC should be established to serve in each school district.

We believe that local professional development programs should assure that certificated/licensed educational employees have a decisive voice at every stage of planning, implementation and evaluation of professional development plans. We maintain that local professional development programs play a substantial role in reinforcing and developing positive changes in educational employee's performance and effectiveness. All active certificated/licensed educational employees should have access to such programs.

We further believe the LPDC must meet the certification/licensure requirements specified by statute, but we also encourage local associations to negotiate locally appropriate specific implementation procedures and policies with their governing boards. (98-04)

D-18 PROFESSIONAL DEVELOPMENT IN SCHOOL DISTRICTS

The Ohio Education Association believes that local professional development programs play a substantial role in reinforcing and developing positive changes in educators' performance and effectiveness. To be meaningful and productive, such programs must be based upon problems and needs identified by the local school district's educators. The planning and implementation of such programs should be mutually determined and agreed to by the appropriate educator organization, administration, and governing board and should meet Ohio Standards for Professional Development. The district Local Professional Development Committee (LPDC) will develop its own professional development plan.

The Association also believes that local school districts and educator preparation institutions must budget enough money and staff time to implement quality professional development programs. (73-20)

D-19 PROFESSIONAL DEVELOPMENT FOR EDUCATION PROFESSIONALS

The Ohio Education Association believes that continuous professional development is required for education professionals to achieve and maintain the highest standards of student learning and professional practice. The Association also believes that professional development should:

- a. be based upon clearly articulated goals reached by consensus of the school community;
- b. be designed, directed by, and differentiated to meet the needs of affected professionals at each site;
- c. support education professionals in meeting the needs of students;
- d. be incorporated into and aligned with (not added to) professional work expectations;
- e. be standards-referenced and incorporate effective practice, relevant data, and current research;
- f. be supported by adequate resources;
- g. be career-long, rigorous, and sustained;
- h. stimulate intellectual development and leadership capacity;
- i. balance individual priorities with the needs of the school and the district;
- j. include an ongoing assessment and evaluation component to determine effectiveness;

- k. respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants;
- l. not usurp regular planning time for teachers;
- m. provide:
 1. training and ongoing support for the implementation of new and expanded programs/skills;
 2. training and ongoing support in the development of new and revised curricula and instructional strategies;
 3. time during the regular work day and work year for inquiry, research reflection and collaboration;
 4. time for individual and collaborative study of student data to improve student learning;
 5. opportunities for mentoring/peer coaching with colleagues on an ongoing basis;
 6. a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles;
 7. opportunities to assume new roles, including leadership positions;
 8. flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources;
 9. opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR and the proper use of automated external defibrillators;
 10. training and ongoing support for the use of technology as an instructional tool;
 11. opportunities for education professionals to increase their ability to interact effectively and respectfully with individuals from diverse backgrounds and identities. (79-17)

D-20 PROFESSIONAL DEVELOPMENT FOR EDUCATION SUPPORT PROFESSIONALS

The Ohio Education Association believes that professional development should be required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should ensure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation.

The Association also believes that professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education support professionals. The Association further believes that these professional development course offerings should be ongoing throughout the school year and should be made available by the State of Ohio, the school districts, and the Association. The Association believes there should be opportunities for education support professionals to increase their ability to interact effectively and respectfully with individuals from diverse backgrounds and identities. (12-17)

D-21 PROFESSIONAL LEAVE

The Ohio Education Association believes that each governing board should adopt regulations covering professional leaves. These regulations should be fairly and equitably applied without preference given to administrative personnel and provide for effective participation by its staff in conferences, meetings (including association meetings), educational programs and professional study that lead to the improvement of the staff member or the educational system.

The Association also believes that paid sabbatical leave should be granted for professional improvement and development without restrictions or discrimination.

The Association further believes that release time should be granted for participation in professional development programs including appropriate counseling and support services, in-service work, and opportunities to observe, seek, and/or give assistance to other teachers in classroom settings other than one's own. The Association believes that school policies should provide released time without loss of pay to educators who are fulfilling leadership responsibilities or attending professional meetings. Released time should be equitably provided, without preference given to administrative personnel. (79-00)

D-22 UNIVERSITY- PUBLIC SCHOOL EXCHANGE TEACHING

The Ohio Education Association believes that colleges and universities preparing teachers should enter into agreements with boards of education permitting public school educators and professors of education to exchange positions when both are qualified for such positions. (83-88)

COMPETENCY

D-23 THE USE OF VALUE-ADDED DATA

The Ohio Education Association believes that value-added data should be restricted to appropriate diagnostic purposes that support student learning and should not be used as a punitive measure. The power of value-added data lies in the opportunity for educators to use the data to improve student learning. However, test scores, from which value-added data are derived, are only one source of information about the functioning of school districts and schools and the performance of students. Value-added data must be collected longitudinally, rather than tied to specific courses and teachers, in order to prevent the unnecessary and duplicative over-testing of students. The Association also believes that value-added data must not be used as the singular basis for instructional or other educational decisions, including high-stakes decisions about schools, students or teachers. Value-added data must never be used as a basis of teacher evaluation and/or pay.

The Association further believes that the state must provide for an appropriate technology infrastructure and software tools to support the collection, disaggregation and analysis of the data. High-quality professional development must be made readily accessible to teachers and administrators to prepare them for using value-added data. Time within the school day/year must be provided to enable collegial dialogue and discussion among teachers and administrators to extract the implications of value-added data for improvement of instructional programs. And, finally, the State must make resources and technical assistance available to schools and districts for the implementation of planned improvements that result from such analysis. (19)

D-24 EVALUATION AND COMPETENCY TESTING

The Ohio Education Association believes that competency testing must not be used as a condition of employment, recertification/licensure, evaluation, placement, ranking or promotion of certificated/licensed teachers. The Association also opposes the use of pupil progress, standardized achievement tests, value-added data, or student assessment tests for purposes of teacher evaluation, compensation, employment status, or the resolution of social issues within the district. (87-19)

D-25 EVALUATION AND PROMOTION IN HIGHER EDUCATION

The Ohio Education Association affirms the importance of teaching in institutions of higher education and believes that research and publication ought not to be the only criteria on which higher education faculty are evaluated and/or promoted. The Association also believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted. (87-97)

D-26 EDUCATION SUPPORT PROFESSIONALS EVALUATION

The Ohio Education Association advocates performance-based and formative evaluations as the appropriate way to assure as well as to assess the competency of education support professionals in their respective fields.

An effective evaluation procedure supported by well-developed, continuing professional growth programs will enable all education support professionals to keep abreast of developments in their areas of specialization. Such procedures can also help identify deficiencies in performance and provide options such as counseling, training programs, and sufficient resources to help ensure job competency. If after an evaluation process that follows all the above provisions of this Resolution, and if after being given sufficient time, training, and opportunity for improvement, a person is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process may be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

The evaluation procedure should be tied to the professional growth program which has been developed and maintained in conjunction with representatives selected by the local association and should include:

- a. clear performance expectations that are specific to the job description;
- b. regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit;
- c. a written evaluation report to be provided to the person being evaluated;
- d. opportunity for a written response prior to the placement of the evaluation in the personnel file;
- e. ability to review the personnel file – including the right to attach a written response to any item therein and a procedure for removing any inappropriate or unfounded material from the file – there being only one personnel file maintained on any employee per employer.

By participating in an evaluation process an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (93-00)

D-27 TEACHER EVALUATION

The Ohio Education Association believes that the sole purpose of teacher evaluation is the improvement of instruction and advocates a formal evaluation system for every teacher in every school district. Consistent evaluation of on-the-job performance is the only appropriate way to assess and assure the competency of practicing teachers.

An effective evaluation procedure, supported by well-developed, continued professional growth programs, will enable all teachers to keep abreast of developments in their area

of specialization and to continue professional growth. Such procedures also can identify teachers with instructional deficiencies and provide them with remedial options, counseling, sufficient resources, and opportunities to observe other teachers. Regular assessment and supportive resources will ensure that those who continue to teach are competent. If, after an evaluation process that follows all the above provisions of this Resolution, and if, after being given sufficient time and opportunity for improvement, a teacher is formally reevaluated and there is documentation of incompetence, dismissal proceedings with guaranteed due process should be instituted, provided that administrators/evaluators are properly trained and held accountable for the implementation of appropriate and fair evaluation systems.

A school district's evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local association and should include:

- a. clear performance expectations that are specific to the job description;
- b. regular observation of classroom performance, with advance notice and discussion of evaluation visits and a timely consultation after each visit;
- c. a written evaluation report provided to the teacher;
- d. opportunity for a written response prior to the placement of the evaluation in the personnel file;
- e. an employee improvement plan that will not interfere with any earned pay increase or longevity credit;
- f. a provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee;
- g. an unbiased appeals process;
- h. ability to review the personnel file – including the right to attach a written response to any item therein and a procedure for removing any inappropriate or unfounded material from the file – there being only one personnel file maintained on any employee per employer.

Participation in an evaluation process shall not waive a teacher's right to due process in any subsequent contractual or legal proceeding. (72-00)

D-28 EDUCATION EMPLOYEE EVALUATION

The Ohio Education Association believes that formal performance-based evaluations must be augmented by formative evaluation components in order to assure the continuing competency of all education employees in their respective fields.

Effective evaluation procedures supported by professional development programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance, and provide options such as counseling, training programs, a remediation plan, and opportunities to observe peers.

If following such an evaluation and after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated and incompetence can be documented, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems.

The evaluation procedure should be cooperatively developed and maintained in conjunction with representatives selected by the local affiliate and should include:

- a. clear performance expectations that are specific to the job description;
- b. regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit;
- c. a written evaluation report to be provided to the person being evaluated;
- d. opportunity for a written response prior to the placement of the evaluation in the personnel file;
- e. an employee improvement plan that will not interfere with any earned pay increase or longevity credit;
- f. a provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee;
- g. an unbiased appeals process with an evidentiary hearing under oath.

By participating in an evaluation process, an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (08-19)

D-29 PROMOTE THE RETENTION OF EXPERIENCED EDUCATORS

The Ohio Education Association believes that experienced educators are valuable resources in the promotion of educational excellence. The Association also believes that experienced members should be encouraged to remain in, or return to, the education

profession. This encouragement should be accomplished through strategies including, but not limited to, enhanced salaries and benefits, a supportive and respectful work environment, a reasonable workload, a secure pension accompanied by retiree health care benefits, and retirement enhancements that reward extended years of service. These strategies can be achieved through bargaining, legislation, or other means.
(03-08)

D-30 TEACHER CAREER PATHS

The Ohio Education Association believes that a teacher's primary responsibility is student learning and that leadership by teachers is essential to serving the needs of students, schools, and the teaching profession. The development of well-designed career paths can promote and nurture effective teaching.

Career paths should:

- a. be developed through collective bargaining or in non-bargaining jurisdictions be developed collaboratively by Association members and local boards;
- b. be adequately funded and sustainable;
- c. be voluntary;
- d. be fair and equitable with transparent criteria, based on professional standards;
- e. include compensation that recognizes additional responsibilities, knowledge, and/or skills;
- f. include ongoing professional development;
- g. allow teachers to move between paths without penalty;
- h. implement a comprehensive evaluation system that includes an appeal procedure.
(13-19)

D-31 TEACHER EXCHANGE PROGRAMS

The Ohio Education Association believes that teachers and students benefit when teachers participate in teacher exchange programs. Voluntary teacher exchange programs should be cooperatively established with boards of education to offer such programs within and among the states and also within and among schools of federal agencies within and outside the U.S. and agencies abroad. (98-19)

D-32 ENTRY LEVEL INDUCTIONS AND LICENSURE PROGRAMS

The Ohio Education Association believes that a two-year provisional licensure system based on mentoring and support for early career educators should be established and must include the following elements:

- a. a first year program that is coordinated at the local level, with mentoring focused on an introduction to the profession and district;
- b. a second year of mentoring and cohort coaching that is focused on professional growth;
- c. clearly defined and uniformly administered qualifications for mentors;
- d. ongoing, state-provided training for mentors, with an emphasis on the principles of instructional coaching, and local training on the negotiated contract and appropriate legal issues;
- e. mentors who have acquired at least their second professional teaching license and have recently served, or are currently serving, in an instructional assignment in the mentee's school district;

Whenever possible, placements of mentees with mentors who work in the same buildings, grade bands, and/or content areas, including placement of intervention specialists with other intervention specialists. (20)

D-33 SOCIAL EMOTIONAL AWARENESS FOR EDUCATORS

The Ohio Education Association believes that mental health, social emotional health, and the needs of educators is a public health crisis. There are increasing mental and emotional pressures upon educators in this nation. The Association supports the use of evident-based instructional methods with input from educators and adequate staffing of specialized professional support personnel to address these needs.

The Association also believes educators should receive quality professional development to support their continued knowledge acquisition and the implementation of skill development with social emotional learning content for themselves and their students.

The Association further believes that schools must work collaboratively with the community and local, state, and national agencies to ensure that all students receive comprehensive interventions and services that support their physical and psychological well-being, and that interventions and services should be made available to all students beginning at Pre-K. The Association urges legislative support and publicity for these programs. (23)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF EDUCATORS IN THE LEARNING PROCESS AND ALL EDUCATIONAL EFFORTS

ACADEMIC FREEDOM

E-1 ACADEMIC AND PROFESSIONAL FREEDOM

The Ohio Education Association believes that academic freedom is essential to the education profession. Academic freedom includes the rights of educators and learners to explore and discuss divergent points of view. Controversial issues should be a part of the instructional program when, in the judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of the student. An educator shall not be fired, transferred, reassigned, removed from his or her position, or disciplined for refusing to suppress the free expression rights of students.

The Association also believes that professional freedom is essential to the education profession. Professional freedom includes the educators' right to evaluate, criticize, and/or advocate their personal point of view concerning the policies and programs of the schools. Furthermore, educators must be free to depart from mandated scripted learning programs, pacing charts, and classroom assessments without prejudice or punishment. Educators also have the right to assist colleagues when their academic or professional freedoms are violated.

The Association further believes that legislation and regulations that mandate or permit the teaching of religious doctrines and/or groups that promote agendas that threaten public education violate both student and educators rights. The Association urges its affiliates to seek repeal of these mandates where they exist. (72-23)

E-2 DEMOCRATIC PROCESS

The Ohio Education Association believes that it is the responsibility of the public schools to educate young people in the democratic process to foster recognition of individual freedom and social responsibility, and to inspire meaningful awareness of and respect for the United States Constitution and the Bill of Rights. It is recognized that the democratic process can best be transmitted in an atmosphere which does not restrain free inquiry and learning. (83-23)

E-3 IMPACT OF FEDERAL AND STATE LEGISLATIVE MANDATES

The Ohio Education Association believes that federal and state mandates regarding school programs should be only broad, general guidelines and should not be based on student achievement. The Association further believes that all legislated federal and state mandates must include provisions for any funding necessary to their implementation. Mandated standards should be established only in consultation with the OEA affiliate. Any mandates should include, but not be limited to, defining the impact of such mandates on:

- a. teaching resources and personnel necessary to implement them;
- b. pre-service preparation;
- c. teacher induction and mentoring programs;
- d. professional development;
- e. workload and additional compensation;
- f. priorities within the curriculum;
- g. written report requirements;
- h. state and local education budgets;
- i. all members of the education community. (94-18)

E-4 SELECTION AND CHALLENGES OF MATERIALS AND TEACHING TECHNIQUES

The Ohio Education Association believes that the democratic process can best be transmitted in an atmosphere that does not restrain free inquiry and learning. The Association also believes that quality teaching depends on the freedom to select materials and techniques. Educators, especially school library media specialists, must have the right to select and use materials and techniques without censorship or legislative interference. States, school districts, and educational institutions must include educators as full voting members on textbook and curriculum review and adoption committees. Participation must be voluntary and compensated.

The Association deplors pre-publishing censorship, book-burning crusades, and attempts to ban books from school library media centers and school curricula. Challenges to the choice of instructional materials and techniques must be orderly and objective, under procedures mutually adopted by professional associations and school governing boards.

Materials in all subject areas should:

- a. include strategies that encourage student interaction;
- b. be developmentally appropriate;
- c. include appropriate accommodations and modifications for students with special needs;
- d. advocate for, and support the equitable treatment of individuals from all

backgrounds;

- e. respectfully include all diverse communities;
- f. address divergent points of view;
- g. contain sufficient activities to teach the concepts;
- h. provide for the evaluation of higher level thinking;
- i. prepare all students for college and/or career readiness in order to perpetuate our democracy. Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (83-23)

E-5 STUDENT EVALUATION

The Ohio Education Association recognizes the right of classroom teachers to decide upon student evaluation criteria and to assign grades to students. The Association believes that the classroom teacher is the final authority in assigning student grades.

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

The Association further believes that no one measure should be used to determine a student's performance. Teachers should utilize a variety of measures to assess student growth accurately. All methods of assessment shall be free of cultural, racial and gender biases. (82-98)

E-6 INTELLECTUAL PROPERTY RIGHTS

The Ohio Education Association believes that all faculty and staff should retain full ownership of and subsequent control over their intellectual property. (03)

E-7 TIME TO TEACH

The Ohio Education Association believes that "time to teach" not only refers 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 a reasonable, carefully defined workload, a duty-free lunch period, an office in which to work, access to telephones, adequate and appropriate office equipment, access to technology, freedom from interruptions during instructional time, unencumbered planning time, time to evaluate student progress, time for implementation of federal and state legislative requirements, and elimination of the non-instructional tasks required of Pre-K to 12 teachers.

Class size and the number of instructional periods taught each day must be adjusted to the particular learning process involved to allow individual attention to each pupil when that is the required mode of instruction.

The Association also believes that school day schedules should provide no less than a block of 60 minutes for each school day for lesson planning, pupil counseling, and other negotiated duties. In-services should be during the contractual school day.

The Association further believes that, at all levels and in all disciplines, additional common planning time should be provided during the student day for employees to meet for such purposes as, but not limited to, planning interdisciplinary activities/units, team planning time, and coordinating with special education, unified arts, and with support professionals.

The Association recognizes that accountability requires reporting on the uses of funding derived from federal, state, and local education programs. The Association further believes, however, that in order for the classroom educator to spend adequate time on instructional duties, the paperwork burden on the practitioner must be reduced and held to an absolute minimum.

The Association believes that teachers need the freedom and flexibility to schedule time and design programs to meet the needs of students. (94)

E-8 DISRUPTION OF THE REGULARLY SCHEDULED SCHOOL DAY

OEA supports activities such as "Take Your Child to Work," which provide career-shadowing experiences between parents/guardians/caregivers and their children. OEA believes such activities should be planned to take place on days when school is not in session so as not to disrupt the academic process. (97)

CURRICULAR AND INSTRUCTIONAL MATERIALS

E-9 INTELLECTUAL PROPERTY AND ACCESS TO COPYRIGHTED MATERIALS

The Ohio Education Association believes that maximum access to copyrighted materials that relate to the curriculum is in the public interest. It recognizes that the copyright law as revised provides for two parallel sets of rights: the rights of those who create to profit from their efforts and the rights of educators to a limited use of those materials in teaching.

The Association believes that educators must be able to use materials for educational purposes and face-to-face teaching according to the guidelines required by federal copyright law.

The Ohio Education Association also believes that education employees should own the copyright to materials they create in the course of their employment. Ownership rights of education employees who create copyrightable materials should not prevent education

employees from making appropriate use of such materials in providing educational services to their students. Employees should have the right to display, reproduce, and distribute copyrighted materials for educational purposes.

The Association further believes that any materials created by an education employee should not replace or serve as a substitute for the teacher in the delivery of instruction. The Association believes that students should own the copyright to materials they create in the course of their studies and, in the case of graduate students, to materials they create while working as teaching or research assistants. (Teach Act. 00). (87-23)

E-10 CULTURAL DIVERSITY IN INSTRUCTIONAL MATERIALS AND ACTIVITIES

The Ohio Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association also believes that educators and boards of education should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (93)

E-11 DEVELOPMENT AND TESTING OF MATERIALS

The Ohio Education Association believes that publishing companies should involve public school educators or post-secondary faculty directly and meaningfully in the development of textbooks and/or other educational materials offered for adoption or purchase by public school districts and educational institutions. Materials in all subject areas should be developmentally appropriate, reflect the diversity of learners, avoid the reinforcement of implicit bias, address divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.

The Ohio Education Association recommends that writers, publishers, and producers field test their materials in appropriate classroom situations and provide field testing data.

Where school districts and educational institutions involve educators in the development of textbooks and other education materials, participation should be strictly voluntary and should be adequately compensated. Further, the Association believes that all faculty and staff should retain full ownership of and subsequent control over their intellectual property. (94-23)

E-12 INSTRUCTIONAL EXCELLENCE

The Ohio Education Association believes the primary authority to recommend instructional improvements should lie with the educators through a democratic decision-making process. The Association encourages and endorses curricula and professional development activities by local and state associations to assist in the process. The Association further recommends that educational employees collaborate in the research, development and field testing of new instructional methods and materials.
(87-23)

E-13 INSTRUCTIONAL TECHNOLOGY

The Ohio Education Association believes that instructional technology can be employed to improve teaching and learning through active collaboration with research and developmental specialists in education and in industry. This technology can be utilized in all teaching environments: in-person, remote, and hybrid. Before sanctioning such technology, the Association believes the following conditions must be met:

- a. that educators in each school be involved in the initial planning, the introduction, and the use of such technology;
- b. that educators whose professional practice and responsibility are affected by this new technology be provided with adequate staff development activities funded by the school district;
- c. that educators monitor changes in content and format of instructional materials to ensure quality of instruction and curricular coordination;
- d. that educators be involved in decision-making as related to changes in the workload and the responsibilities of classroom teachers as a result of the introduction of such technology;
- e. that educators be involved in designing appropriate research and carefully controlled developmental activities related to all aspects of any new technology of instruction;
- f. that educators insist upon the moral/ethical, and socially responsible usage of technology within the classroom, including the use of copyrighted materials;
- g. that educators strongly urge school boards to develop responsible school policies dealing with the usage of any and all technologies, especially the internet;
- h. that educators not be negatively evaluated or held responsible for irresponsible student behavior with computers where staff has followed established classroom and school policies and guidelines for the usage of technology;

- i. that funding for public education by the state and federal government ensures the equitable availability of technology to educators and students. (82-23)

E-14 RELIGIOUS HERITAGE IN INSTRUCTIONAL MATERIALS

The Ohio Education Association believes that educational materials should accurately portray the influence of all religions in our nation and throughout the world. The Association also believes that legislation, regulations, or policies that mandates and/or restricts the teaching of sectarian doctrines in public schools violate the rights of teachers and students. The Association further believes any use of these doctrines be for academic purposes, not the promotion of any particular ideology, as to uphold the principle of separation of church and state. (93-23)

E-15 DEVELOPMENT OF CURRICULUM

The Ohio Education Association believes that to provide the highest quality of education to all students, educators must be the primary voice in the planning, development, implementation, monitoring, and refinement of curricula. The Association also believes that careful consideration must be given to the curriculum in regard to:

- a. inclusion of lifelong learning skills;
- b. student academic standards;
- c. alignment of curriculum with standards;
- d. unwarranted duplication of content;
- e. prevention of content gaps and biases;
- f. content overload;
- g. developmentally appropriate content;
- h. appropriate accommodations and modifications for students with special needs, English learners, and gifted and talented students;
- i. integrating interdisciplinary learning experiences;
- j. infusing current and appropriate technology.

The Association further believes that educators must have an active role in the establishment of procedures for the planning, development, implementation, monitoring, and refinement of curricula. To that end, professional time and training must be provided.

The Association believes in positive action plans that establish procedures and timetables for eliminating racism and sexism discriminatory biases in the curriculum. These plans should continue to be monitored for compliance. (83-18)

E-16 WOMEN IN INSTRUCTIONAL MATERIALS

The Ohio Education Association believes that educational materials should accurately portray the influence, contributions, and historical lifestyles of women in our nation and throughout the world. (03)

EDUCATION SUPPORT PROFESSIONALS

E-17 EDUCATION SUPPORT PROFESSIONALS IN THE EDUCATION PROCESS

The Ohio Education Association believes that all educational employees are essential to the learning environment. The Association recognizes that education support professionals are positive role models and enhance the education process.

The Association also believes that the retention of education support professionals must be encouraged and is vital to keeping strong and effective public schools. (91-08)

E-18 LGBTQ+ IN INSTRUCTIONAL MATERIALS

The Ohio Education Association believes that educational materials should accurately portray the influence, contributions, and historic lifestyles of LGBTQ+ peoples in our nation and throughout the world. (20)

F. PROTECT THE RIGHTS OF EDUCATIONAL EMPLOYEES AND ADVANCE INTERESTS AND WELFARE

PAY EQUITY AND COMPARABLE WORTH

F-1 EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION

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

The Association insists that all persons be given equal opportunity for employment, promotion, compensation including equal pay for comparable worth, and leadership in all activities. The Association believes that educational institutions have an affirmative obligation to publicize all personnel openings thoroughly with equal opportunity extended to all applicants who meet the requirements. The Association recognizes that applicants for education positions bear the burden of proof of their qualifications for those positions.

The Association endorses the efforts of those public and private educational institutions that have entered into affirmative action programs. The Association urges institutions without such programs to begin to design an affirmative action program that will voluntarily address issues dealing with past discrimination and to implement that program so that the local educational institution complies with state and federal laws.

The Association urges governing boards and education associations to eliminate discriminatory practices in matters of recruitment, employment, promotion, retention, and compensation. Personnel policies must include childcare leave, paid parental leave for natural and adopted children, and professional leave for participation in professional growth experiences and preparation for administrative and executive positions.

The Association further urges professional associations at all levels to adopt policies that ensure all persons' equal access to elective, appointive, and staff positions. (69-20)

COLLECTIVE BARGAINING

F-2 COLLECTIVE BARGAINING

The Ohio Education Association believes that the attainment and exercise of collective bargaining rights are essential to the advancement of educator and student needs in society. The Association therefore opposes any attempt to weaken or diminish current state or federal collective bargaining laws. (83-20)

F-3 COORDINATED BARGAINING

The Ohio Education Association endorses the concept of coordinated bargaining and urges local associations to investigate and implement coordinated bargaining whenever possible and practical. (82-20)

F-4 GRIEVANCE PROCEDURES

The Ohio Education Association believes that grievance procedures shall be provided in the master contract with definite steps for appealing the application or interpretation of the contract. **THE ASSOCIATION ALSO BELIEVES THAT GRIEVANCE TIMELINES SHOULD BE ESTABLISHED AND FOLLOWED ACCORDINGLY.** Binding arbitration shall be a part of the grievance procedure. The Association also **FURTHER** believes that governing boards and local affiliates should create a structure that is separate from the contractual grievance procedure to resolve conflicts concerning non-contractual matters. (83-03 24)

F-5 STRIKES

The Ohio Education Association denounces the practice of keeping schools open during a strike. The Association particularly condemns hiring student teachers and employing substitute teachers at a higher-than-normal rate of pay. The appropriate teacher training institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking.

The Association also believes that crossing a picket line established by the Association's bargaining unit is strikebreaking. Crossing a picket line, whether physically or electronically, is strikebreaking and jeopardizes the welfare of educational employees and the educational process. The Association also condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In the event of a strike by education employees, extracurricular and co-curricular activities must cease. (69-20)

BARGAINING ISSUES

F-6 DEVELOPMENT OF A MASTER CONTRACT

The Ohio Education Association believes that each affiliate should obtain a master contract through the bargaining process with its board of education, board of trustees, or other governing board. The contract shall include wages, required working hours, and terms and conditions of employment. (65-21)

F-7 BASIC CONTRACT STANDARDS

The Ohio Education Association believes that collective bargaining agreements between educational employees, including part-time and temporary, and their employers should contain certain standard contractual concepts. The Association also believes that, in non-bargaining jurisdictions, these concepts should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for educational employees, including part-time and temporary. These concepts include:

- a. a grievance procedure that terminates with final and binding arbitration;
- b. 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;
- c. a seniority list that is updated, published and distributed annually;
- d. layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action;
- e. employer-paid fringe benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families;
- f. membership in the Association with a clearly defined enrollment process that contains a fixed opt-out period for dropping membership and/ or the payment of a fair-share fee as a condition of employment;
- g. required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions;
- h. unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit;
- i. specified class size, teaching load, and job description;
- j. a duty-free lunch period of not less than 30 minutes for all members of the bargaining unit;
- k. nondiscriminatory, fair, and equitable treatment of bargaining unit members;
- l. contractually defined procedures for evaluations and promotion;
- m. related time for association business with full pay and fringe benefits;

- n. parental/child rearing leave for employees to provide care for natural or adopted children;
- o. contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems;
- p. time during the regular work day and work year for educational employees to plan, to engage in professional development, to work on curriculum and assessment, to mentor and be mentored, and to provide professional leadership;
- q. 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;
- r. placement and advancement on the salary schedule based on qualifications and number of years of experience in the profession;
- s. extracurricular and extra-duty assignment filled on a voluntary basis and compensated at no less than the employee's regular rate of pay;
- t. protection from being required to participate in community service;
- u. retirement benefits based on all income derived from school employment, including extracurricular and extra-duty pay;
- v. clearly defined bargaining unit membership;
- w. a guaranteed safe and healthy working environment;
- x. the school calendar;
- y. protection from unilateral changes in terms or conditions of employment;
- z. provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance education, and to guarantee that technology and distance education are used to supplement, not supplant employees;
- aa. Insurance against loss of personal items located on school property in the event of a natural disaster. (03-20)

F-8 SALARY AND OTHER COMPENSATION

The Ohio Education Association believes that salary schedules for educators should:

- a. be based upon preparation, academic background, academic degrees, experience, professional growth, responsibilities, and length of service;
- b. have structural continuity through the use of an index or percentage guide;
- c. be revised by methods that prevent deterioration in the ratios of maximum salaries, experience increments, and preparational differentials;
- d. 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 educators to remain in the educational setting;
- e. have automatic annual increments for experience;
- f. establish salary credit for professional development activities to encourage professional advancement;
- g. assure that initial placement, advancement on the salary schedule, and promotions are based on objective criteria which eliminate the disparities which; currently exist among staff members of comparable preparation, experience, and length of service;
- h. place newly hired personnel on steps according to their experience, allowing full credit for all previous service;
- i. be applied in actual practice in an equitable manner so that no one is penalized in changing;
- j. assure that salary paid for summer employment beyond contract days, extended contracts, or extra duty is not less than the rate for regular contract pay;
- k. permit no discrimination as to job description, residence, race, color, national origin, religion, creed, gender, sexual orientation/gender identification, age, handicap, marital status, or number of dependents;
- l. be developed through the process of collective bargaining;
- m. include a cost-of-living adjustment, based upon the consumer price index, which is in addition to the regular rate of pay scale and payable to the employee;
- n. define salary increase to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule, exclusive of incremental adjustments, and all basic benefits;
- o. provide remuneration for educators who conduct in-service training or workshops.

(84-20)

F-9 BASIC CONTRACT NOTIFICATIONS

The Ohio Education Association recommends that each educator's assignment by contract should annually contain a statement of the grades, subjects or class types, school building to which the educator will be assigned, number of preparations, maximum class size, extracurricular assignments without additional pay (if any), salary, starting and closing dates of the school year, length of the educator work day, days in the work week, holidays, and number of days an educator is required to be present in the school year. This contract also shall establish the pay to be lost for each day of unpaid leave on the basis of what percent that day is of the number of days in the educator's contract year, and shall be amendable only upon agreement of the educator, the board of education, and the recognized bargaining organization.

The Association believes that work schedules/calendars should be negotiated in each district and any revisions of those schedules/calendars, for whatever reason, should be renegotiated. (77-20)

F-10 FAIR SHARE (AGENCY SHOP) FEE

The Ohio Education Association believes each private sector local association should maintain its local security by securing fair share (agency shop) fee provisions in its local contract. (82-19)

F-11 SALARY SCHEDULE CREDIT - CERTIFICATED STAFF

The Ohio Education Association believes that certificated staff who are under contract to work for a designated period of time less than one hundred twenty days should receive salary credit of a half year.

The Association also believes that the salary schedule should allow for mid-year advancement when post-graduate hours are earned. (79-21)

F-12 MERIT PAY

The Ohio Education Association believes that basing salaries on training and experience is the fairest method of fixing salaries and salary schedules for educational employees. Merit pay concepts create inequalities, and therefore the Association urges its local affiliates to resist attempts to impose such plans. (72-92)

F-13 NO SERVICE WITHOUT PAY

The Ohio Education Association believes that educational and institutional employees shall not be expected to report to work when their governing board is unable to meet its payroll commitment. (78-93)

F-14 WRITTEN PERSONNEL POLICIES AND PROCEDURES

The Ohio Education Association believes that personnel policies and procedures must be written and be developed through the collective bargaining process. (83-00)

F-15 PERSONAL APPEARANCE

The Ohio Education Association believes that the style of wearing apparel, hair styles, facial hair, tattoos, and/or body piercings have no effect on the ability or performance of employees.

The Association therefore condemns any form of harassment, disciplinary action, or evaluation of an education employee based on the above-mentioned characteristics unless they are factors proven detrimental to performance. (70-19)

F-16 CERTIFICATED/LICENSED TUTORS

The Ohio Education Association believes that certificated/licensed tutors with responsibilities equivalent to that of classroom teachers shall receive compensation equivalent to classroom teachers. (85-01)

F-17 EDUCATIONAL AND AUXILIARY PERSONNEL IN PUBLIC SCHOOL DISTRICTS

The Ohio Education Association believes that governing boards must provide media staff and support personnel so that teachers can more successfully perform the primary task of teaching each student. Additional staff and/or assistants shall be employed only after appropriate state criteria regarding pupil-teacher ratio shall have been met. The Association also urges its local affiliates to become involved in the recruitment, training, and creation of guidelines for supervision and evaluation of educational assistants and auxiliary personnel. It also believes that appropriate continuing education programs for non-instructional staff must be provided by the school district.

The Association calls upon its local affiliates to oppose efforts by school boards to use the employment of educational assistants and auxiliary personnel as an excuse to increase class size.

The Association condemns the practice of giving professional instructional assignments to non-instructional assistants who hold teaching certificates/licenses without changing their status on salary schedules commensurate with the new assignment. The Association urges its local affiliates to negotiate for the payment of appropriate professional salary to non-instructional assistants holding teaching certificates/licenses during the time they may be assigned professional instructional duties.

The Association insists that non-instructional assistants have written job descriptions that define their duties and that such assistants be used only for non-instructional assistance to the classroom teacher. (69-20)

F-18 PART-TIME FACULTY

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

The Association also believes that certificated/licensed faculty who have assigned duties equal in time to half or more of the normal teaching day should be paid for conference, lunch, and other non-assigned periods of time allotted to full-time personnel according to the percentage of assigned and non-assigned time comparable with the normal time of the teaching day. Faculty who have been assigned duties equal in time to half or more of the normal teaching day should be entitled to full benefits allotted to full-time teachers.
(77-08)

F-19 EDUCATIONAL EMPLOYEES AND ACTIVE MILITARY SERVICE

The Ohio Education Association believes that an education employee whose career is interrupted by a call to Active Military Service shall be guaranteed reemployment and all benefits that would accrue if the employee had continued in a position with the school system.

The Association also believes that the federal government, upon calling an educator to active duty, should supplement the service person's compensation so his/her family does not experience a loss of revenue or benefits. (03-20)

F-20 PARITY

The Ohio Education Association believes that all educational employees who work in a civil service setting must be granted at least MINIMUM the same benefits granted to public educational employees through state statutes. (90-00 24)

F-21 VOLUNTARY JOB SHARING

The Ohio Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of educational employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the workload.

The Association asserts that voluntary job-sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:

- a. prorated application of the salary schedule with full recognition of years of experience;
- b. an equitable share of all benefits;
- c. an agency shop provision;
- d. the right to revert to full time status;
- e. no loss of rights gained through tenure/seniority;
- f. equitable credit toward seniority/retirement. (91-08)

F-22 BENEFITS FOR EDUCATIONAL EMPLOYEES

The Ohio Education Association believes that educational employees should be provided with benefits including, but not limited to:

- a. Comprehensive insurance programs:**
 1. Health
 2. Dental
 3. Vision
 4. Hearing
 5. Life
 6. Legal
 7. Workers' compensation
 8. Long-term physical and mental disability
 9. Prescription drug

- b. Leaves:**
 1. Paid Sick leave, with unlimited accumulation
 2. Paid Personal leave with unlimited accumulation
 3. Paid Bereavement leave
 4. Paid Parental leave, including adoption
 5. Paid Dependent care leave
 6. Paid professional leave
 7. Paid association leave
 8. Paid Religious leave
 9. Sabbatical leave
 10. Mental Health Services

- c. Additional remuneration:**

1. Severance pay
2. Tuition reimbursement
3. Retirement compensation
4. Unemployment compensation
5. Benefit extension for laid-off employees

d. Personal Assistance:

1. Personal assault protection and, in the event of assault, counseling service and leave that is not subject to sick or personal leave
2. Employee assistance program
3. Reimbursement for damages to or loss of personal property at work site
4. Child care/elder care
5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code.

The Association also believes that educators should have access to comprehensive health, dental, and vision insurance and employee assistance programs for their spouses, domestic partners, and/or dependents.

The Association further believes that comprehensive health insurance, life insurance, and long-term disability insurance should be provided for educators on official leave of absence or parental leave.

The Association believes that, if school districts consolidate, regionalize, share services, subcontract, or separate, educators should not lose their service status of continuing contract, or have their salary, benefits, or seniority reduced. (94-22)

F-23 FACULTY GOVERNANCE IN HIGHER EDUCATION

The Ohio Education Association believes that faculty and staff in higher education should participate in governance of their educational institutions. Higher education faculty should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates/licenses; reviewing institutional budgets; and making recommendations on financial issues that impact academic programs.

The Association also believes that the reward structure for an institution of higher education should reflect the mission of the institution. An institution whose mission is teaching undergraduate students should reward good teaching. An institution whose mission is basic or applied research should reward good research. The proper balance of teaching, service, and research is contingent upon faculty and administration agreement on the institutional mission of the particular campus and should be codified within the collective bargaining process, where available, or through faculty governance.

The Association further believes that faculty and staff, where appropriate, should participate in the selection and evaluation process and AS WELL AS determine the status

of colleagues and administrators; especially appointments, reappointments, and tenure. The Association believes it is the primary responsibility of faculty and staff, where appropriate, to establish procedures relative to promotions, sabbaticals, and research support.

The Association also believes that collective bargaining provides an additional method of institutional governance. Faculty and staff should determine policies and procedures to govern salary structure, pay increases, fringe benefit programs, calendar, and working conditions. (96-46 24)

F-24 CONTINUING EMPLOYMENT AND FAIR DISMISSAL

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

The Association also believes that bargaining groups and governing boards have the right to negotiate continuing employment and fair dismissal policies and that local boards of education must honor all current negotiated continuing employment policies. (02)

F-25 REDUCTION IN FORCE

The Ohio Education Association believes that local affiliates should negotiate reduction in force procedures that are based on seniority, including provisions where educational employees are recalled in the reverse order from which they were laid off.

The Association also believes that the number of administrators, managers, and supervisors should be reduced at least in proportion to the number of other educational employees being reduced.

The Association condemns the improper use of RIF to eliminate educational programs.

The Association opposes any attempt to allow RIF due to arbitrary and open-ended financial reasons. It must be recognized that the non-replacement of retiring and resigning educational employees is a form of reduction in force. (97-05)

F-26 FILLING EXTENDED ABSENCES

The Ohio Education Association condemns the practice of assigning substitutes to any contractual positions for any extended period of time. Positions created by extended absence shall be filled by educators who are placed on contractual status with full pay

and benefits beginning with the first day of employment in said positions. All vacant teaching positions created by extended absence shall be filled by properly skilled certificated/licensed teachers who are eligible to be placed on contractual status or educational support personnel for such positions.

The Association opposes the practice of replacing absent teachers by dispersing students to other classrooms. The Association also opposes the use of individuals such as education support professionals, part-time employees, or employees hired through private agencies to cover classes. The Association further opposes requiring teachers to substitute during their preparation time, or in place of their regular teaching assignment.
(71-20)

F-27 INVOLUNTARY TRANSFERS

The Ohio Education Association believes locals should negotiate contract language which protects members' rights in involuntary transfers. (83-84)

F-28 NOTIFICATION OF TEACHING VACANCIES

The Ohio Education Association believes that the superintendent of schools in each school district must ~~mail~~ **SEND WRITTEN** notification of teaching vacancies no later than July 15 each year to the placement offices of all Ohio teacher training institutions accredited by the State Department of Education and the president of the recognized teacher organization for the district. The list shall name the unfilled positions on the professional staff as of July 10, of that year. (79-00 24)

F-29 ~~PUPIL~~ STUDENT PERSONNEL SERVICES /INTERN PROGRAMS

The Ohio Education Association believes that ~~pupil~~ **STUDENT** personnel services/intern programs, including tutoring, counseling, social work, school nursing, dental hygiene, health, speech, psychological, and attendance services, must be increased and established where they do not exist.

The Association also believes that ~~pupil~~ **STUDENT** personnel services/intern programs must be stressed at the preschool and elementary levels since behavioral and attitudinal patterns are established at an early age.

The Association opposes the subcontracting of ~~pupil~~ **STUDENT** personnel services/intern programs to private organizations. (83-03 24)

F-30 SUBSTITUTE EDUCATION SUPPORT PROFESSIONALS

The Ohio Education Association recognizes the importance of substitute education support professionals in the maintenance and continuity of daily operations. The Association believes that as education support substitute must meet the same standards as the employee for whom he/she substitutes.

The Association supports the right of substitute employees to organize for collective bargaining purposes. The Association also supports the practice of providing schedule pay plus basic and fringe benefits for education support professionals substituting for permanent education support professionals on extended leave. (99-03)

F-31 SUBSTITUTE TEACHERS

The Ohio Education Association believes that substitute teachers must be adequately compensated, including appropriate fringe benefits. The Association urges its local affiliates to negotiate items dealing with substitutes and contractual policies that are applicable within each local situation.

The Association also believes that in order to achieve and maintain the highest standards of student learning and professional practice, and to ensure quality instruction in every classroom every day, substitute teachers must:

- a. meet the same standards as other licensed teachers within the state;
- b. receive professional compensation, benefits, and continuous professional development;
- c. be entitled to and supported by local, state and national affiliates in collective bargaining. (71-20)

F-32 MANDATED TRAINING

The Ohio Education Association believes that when a federal, state, or district mandate requires an educational employee to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee's hourly rate of pay, and to provide for the cost of tuition, materials, travel, and any other expenses incurred as the result of the required training. (95-03)

F-33 PROTECTION OF EDUCATIONAL EMPLOYEES

The Ohio Education Association believes educational employees and their students require safe schools and that federal and state legislation protecting all educational employees from criminal physical attacks should be enacted.

The Association encourages the passage and enforcement of laws that guarantee the safety of educational employees from physical attacks on their persons or property and that provide reimbursement for loss. In no event, shall time losses due to injury caused by such physical attacks be deducted from the employee's accumulated sick leave.

The Association encourages the development of guidelines for action leading to prevention of cyber abuse, verbal abuse or harassment, including sexual harassment, of

educators and other educational employees by any individuals. Educational employees must take the responsibility to call attention to such cases so that appropriate action may be taken.

The Association also believes that when educational employees are the victims of physical attack, cyber abuse, verbal abuse, sexual or other harassment, or theft, they should receive the full support of their employer in pursuing legal and other remedies.

The Association recognizes that some students may pose an immediate and direct health or safety threat to educational employees. If such a threat is known to exist, the Association further believes the employee has a right to be informed about it immediately, before student placement, these employees should also be provided with teaching strategies that may impact the student(s) learning style and a plan for behavior management and modification.

The Association believes that the local association must have the right to reflect the concerns of the profession at a student suspension or expulsion hearing.

The Association urges its affiliates to cooperate with juvenile court systems to secure strict enforcement of juvenile law in cases involving disturbances in the public schools.
(83-21)

F-34 SITE-BASED SHARED DECISION MAKING

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

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

- g. fair compensation and/or released time for participating staff members. (91)

F-35 USE OF VALUE-ADDED DATA

The Ohio Education Association believes that value-added data should be restricted to appropriate diagnostic purposes that support student learning and should not be used as a punitive measure. The value-added data should not be used as the basis for high-stakes decisions about schools, students or teachers, including decisions about teacher evaluation and/or pay. (19)

F-36 STATE REQUIRED TESTING

The Ohio Education Association believes that valuable instructional time is lost due to test preparation and for state mandated test administration during a school year. The Association also believes that the students in Ohio's schools need to be able to perform at a reasonable level. The Association further believes that tests mandated by the state cannot adequately measure the achievements of every student.

The Association believes that any educational employee who is assigned to monitor or proctor any state mandated test must be given a written explanation of the rules governing the administration of the tests and the possible consequences, including loss of employment that may result from non-compliance. (04-15)

F-37 TENURE

The Ohio Education Association believes that state laws must provide for continuing employment and/or tenure of educational employees. The Association opposes quotas on tenure and continuing contracts. (89-92)

F-38 SUMMER SCHOOL, EXTENDED SCHOOL YEAR AND YEAR-ROUND SCHOOLS

The Ohio Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, the extended school year, and year-round schools. Policies governing summer school, the extended school year, and year-round schools must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. Acceptance of employment in these programs must be on a voluntary basis. (63-92)

PROTECTION OF EDUCATION EMPLOYEES

F-39 SCHOOL DISTRICT CONSOLIDATION DECENTRALIZATION/ REAPPORTIONMENT

The Ohio Education Association believes that if school districts are consolidated, decentralized, or reapportioned, working conditions, terms of employment and wages shall be no less favorable than those in effect prior to reorganization. (79-95)

F-40 UNEMPLOYMENT COMPENSATION/DISABILITY RIGHTS

The Ohio Education Association believes that an employee laid-off through reduction in force, non-renewal, or contract suspension is entitled to receive unemployment compensation beginning the first day following the employee's last day worked. Placement on a recall list is not reasonable assurance of continued educational employment and should not disqualify the employee from receiving benefits.

The Association also believes boards of education shall not place names of laid-off employees on a substitute list in order to circumvent the "reasonable assurance of work" provision of the Ohio Revised Code.

The Association further believes that the position of substitute is not monetarily similar to the position of a regular contract employee and that substituting by a laid-off regular employee should be on a voluntary basis only and should not be used by a board of education as a method to disqualify any employee from unemployment compensation under the "Suitable Work" clause of the Ohio Revised Code.

The Association also supports the inclusion of educational employees in unemployment and disability legislation at the state and federal levels. (83-04)

F-41 EDUCATION EMPLOYEES INJURED ON THE JOB

The Ohio Education Association believes that the legal rights of education employees injured on the job must be protected.

The Association encourages its affiliates to protect the rights of injured members and provide access to information regarding employment-related injuries. (17)

F-42 SUBCONTRACTING

The Ohio Education Association believes that public school employees should perform public school services. When public schools are unable to provide services, subcontracting/contracting out arrangements should not:

- a. transfer or displace education employees;
- b. replace full-time positions with temporary, part-time, or volunteer workers;
- c. replace services that are, or could feasibly be, provided by public education employees;

- d. abrogate previously contracted benefits, reduce compensation, deny benefits, and/or reduce or eliminate accumulated retirement experience and benefits;
- e. be implemented without agreement from the affected affiliate.

Where subcontracting exists, the Association believes that all personnel who are employed through the subcontractor to work in the school district or educational institution must meet the highest standards of accountability. The subcontractor must conduct background checks prior to allowing employees to work in the school district or educational institution and submit validation of its findings to the school district or educational institution and must provide continuing evaluation and supervision of these employees. The Association insists that such criminal background checks must provide that:

- a. information collected will not be released to boards of education in a form other than a statement of qualification but be kept by the investigating state or national agency;
- b. every employee or potential employee has a right to due process and access to records;
- c. clear, specific, observable, and objective evidence of rehabilitation for past offenses is included;
- d. any fee for background checks shall not be borne by the employee or potential employee (89-17)

F-43 CONFIDENTIALITY OF EMPLOYEE RECORDS

The Ohio Education Association believes that all employee records are privileged information and must remain confidential. In order to maintain confidentiality, the rights of the education employee must include:

- a. the right of access to materials in electronic and hard copy personnel files, which includes being provided a list of all records maintained by an educational institution; being able to inspect and review such records; obtaining copies of records, explanations, and interpretations of such records, and a record of past accesses;
- b. the right to be notified within 10 working days of any placement of materials in an individual's file;
- c. the right of access to records, to respond to any record, and to challenge records through formal or informal hearings;
- d. the right to provide or withhold consent on the release of such records, including the right to receive copies of released materials and to purge inaccurate,

misleading, and distorted materials;

- e. the right to notification and enforcement of these rights by educational institutions;
- f. the right to be guaranteed the existence of only one personnel file per employee.

The Association also believes that any ancillary records as required by the Health Insurance Portability and Accountability Act (HIPAA), such as medical and legal records, with which the educational institution may come in contact, are to be treated as privileged information and must also remain confidential.

The Association further believes that it is the duty of the educational institution to inform employees of these rights and to enforce these rights. (84-17)

F-44 RIGHT TO PRIVACY FOR EDUCATION EMPLOYEES

The Ohio Education Association believes that education employees must be guaranteed the rights of privacy. These rights must include:

- a. freedom from audio or video surveillance within the workplace without the prior written permission of the individual;
- b. freedom from harassment by individuals, organizations, or businesses due to unauthorized release or sale of employee records;
- c. protection from exploitation via phone and electronic media;
- d. computer access in a private and secure setting;
- e. security of computer files, passwords, and user codes from inappropriate or unauthorized access;
- f. authority to refuse a polygraph, lie detector, or other invasive method of evidence collection.

The Association also believes that fingerprinting is acceptable only for the purpose of a pre-employment or pre-licensure check for criminal records that are pertinent to education employment. The Association opposes fingerprinting as a condition of continued employment or licensure. The Association further believes that all costs of fingerprinting must be borne by the employer or licensing agency. (13-17)

F-45 PROTECTION OF ADVOCATES

The Ohio Education Association believes in the fundamental right of all educational employees to organize in their own self-interest and to speak out in defense of educational employees, students, and parents/guardians/caregivers without fear of reprisal.

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

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

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

The Association shall pursue every recourse to achieve redress of wrongs done to educational employees and work for guarantees assuring educational employees that reasonable pursuit of their representational responsibilities will cause them neither intimidation, harassment, nor loss of employment. (77-17)

F-46 COMMUNITY COMPLAINTS AGAINST EDUCATIONAL EMPLOYEES

The Ohio Education Association believes that every education employee has the right to work in an atmosphere free from hearsay and slander. The Association also believes that master contracts, Board of Education policies, and governing board's policies should provide steps to resolve complaints from the community.

The Association should provide necessary services for educational employees when the problem cannot be solved at the local level. (82-17)

F-47 PROTECTION OF EDUCATION EMPLOYEES FROM AGE HARASSMENT

The Ohio Education Association believes that education employees should be protected from age harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to:

- a. Establish strong policies that empower education employees to make their own decisions regarding continued employment and retirement;
- b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat age harassment;
- c. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of age harassment, resolves complaints promptly, and

protects the rights of all parties. (18)

F-48 PROTECTION OF EDUCATION EMPLOYEES FROM WORKPLACE BULLYING

The Ohio Education Association believes that education employees should be protected from workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The Association encourages its affiliates to work with school districts and institutions of higher education to discipline education employees including any administrator, teacher, or staff member who engages in any form of workplace bullying. Workplace bullying can include, but is not limited to:

- a. systematic aggressive communication;
- b. manipulation of work assignments;
- c. repeated, health-harming mistreatment;
- d. verbal abuse;
- e. conduct which is threatening, humiliating, degrading, intimidating, or sabotaging;
- f. abuse via social media and/or the Internet. (12-17)

F-49 PROTECTION OF EDUCATION EMPLOYEES FROM HARASSMENT BECAUSE OF A DISABILITY

The Ohio Education Association believes that education employees should be protected from harassment because of a visible/nonvisible disability. The Association encourages its affiliates to work with school districts and institutions of higher learning to:

- a. establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act and provide all necessary accommodation for full participation in employment responsibilities;
- b. develop educational programs to help individuals recognize, understand, prevent, and combat harassment because of disability;
- c. develop and publicize a grievance procedure that encourages the reporting of incidents of harassment because of disability, resolves complaints promptly, and protects the rights of all parties. (06-17)

F-50 EMPLOYEE RIGHTS PENDING COURT ACTION

The Ohio Education Association believes that when criminal charges or civil lawsuits are filed against an education employee, the right of due process must be guaranteed.

If an employee is removed from student contact or suspended from a position due

to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security.

Contract provisions should provide procedures to be followed until final disposition of the case. (85-17)

F-51 ALLEGATIONS OF CHILD ABUSE AGAINST EDUCATIONAL EMPLOYEES

The Ohio Education Association urges its affiliates to seek the enactment of state legislation, local ordinances, and school board policy that would protect educational employees from allegations of child abuse made in bad faith.

Any such allegations should be investigated and resolved immediately. The name of the employee should not be publicly revealed until and unless there is a finding of guilt.

Counseling from an outside community agency should be provided for any education employee accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional counseling should be available for the innocent employee after the case is decided.

The Association also urges its affiliates to encourage enactment of federal, state, and local legislation that would assure due process for educational employees accused of child abuse. False or unfounded accusations should be expunged from all records. Job status and all rights and benefits to education employees acquitted of child abuse charges should be restored. Consequences should be limited to those individuals found guilty. The Association further urges its affiliates to educate its members as to current practices in dealing with such allegations. (90-17)

F-52 MANDATORY DRUG AND ALCOHOL TESTING

The Ohio Education Association believes in a drug-and alcohol-free workplace. However, the Ohio Education Association opposes mandatory drug and alcohol testing for any education employee as a condition of employment or continued employment. (87-17)

~~F-53 STUDENTS AND EDUCATIONAL EMPLOYEES WITH ACQUIRED IMMUNE DEFICIENCY SYNDROME~~

~~The Ohio Education Association opposes any state mandated guidelines dealing with students and educational employees with AIDS. Every educational institution shall establish guidelines for dealing with the problems presented by students and educational employees who have or could transmit AIDS to other students or educational employees.~~

~~The guidelines should be consistent with state health department guidelines or other appropriate health agency guidelines. These guidelines shall not violate individual, professional, or constitutional rights.~~

~~The recognized employee organizations shall be involved in the development of these guidelines, and any dispute as to their meaning or application shall be subject to the appropriate grievance/ arbitration procedure. The guidelines shall be reviewed periodically, and revised as necessary to reflect new medical information regarding AIDS. (87-17)~~

F-54 53 HEPATITIS B VACCINATION

The Ohio Education Association believes that governing boards should provide free Hepatitis B vaccinations to all employees choosing to be or required to be vaccinated.
(96-17)

F-55 54 COLOR-VISION DEFICIENT EMPLOYEES

The Ohio Education Association believes that the needs of all employees, including color-vision deficient employees, must be met. All educational materials that use color-coding for referencing information should be accompanied by an alternate method of identifying these items of information such as numbering or labeling the names of each color.
(05-17)

F-56 55 STRESS MANAGEMENT AND WELLNESS

The Ohio Education Association believes that the dynamics of our society and increased public demands on education have produced adverse and stressful classroom and school conditions. These conditions have led to increased emotional and physical disabilities among educational employees.

The Association urges its local affiliates, in cooperation with local school authorities, to develop stress management programs that will facilitate the recognition, prevention, and treatment of stress-related problems, and promote physical fitness.

The Association further urges that the harmful effects of stress on educational employees be recognized, and it demands procedures that will ensure confidentiality and treatment without personal or occupational jeopardy.

The Association supports employee assistance programs (EAPs) as a voluntary resource that would assist educational employees who are experiencing significant professional or personal problems by providing confidential, professional counseling leading to improved health and job effectiveness. (80-17)

F-57 56 SCHOOL NURSES

The Ohio Education Association believes that all students should have access to the immediate services of a licensed professional school nurse. The Association also believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services,

including special programs for those school nurses who deal with students with disabilities.

The Association further believes that school nurses should be funded at a ratio of 1 to 750 students in general school populations, 1 to 225 students in mainstreamed populations, and 1 to 125 students in severely/profoundly disabled populations.

Additionally, the Association believes that a full-time school nurse must be assigned to each site having a student population of at least 350. (94-17)

F-58 57 EDUCATION EMPLOYEE LIABILITY

The Ohio Education Association believes that educational institutions should:

- a. Hold harmless and provide legal liability protection for education employees when following district directives regarding student interactions and interventions, or when their duties include physical/medical assistance to students;
- b. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties;
- c. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.

The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement within a reasonable time. (18)

F-59 58 VOLUNTEERS IN PUBLIC SCHOOLS

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

The Association deplores the practice of using volunteer workers for the purposes of reducing instructional budgets, reducing the number of full- or part-time instructional positions, or reducing the number of full- or part-time education support professional's positions within a local school system.

The Association also believes that teachers and education support professionals should be involved in the decision-making process regarding the utilization of volunteers within local school systems. (99-17)

RETIREMENT

F-60 59 AUTONOMOUS RETIREMENT SYSTEM

The Ohio Education Association believes that members of education retirement systems in the State of Ohio should continue the control of their respective retirement systems through elected governing boards. The Association opposes regulatory, supervisory, and directive authorities granted to any agency over their state retirement systems. (81-17)

F-61 60 BENEFITS AND ASSETS PROTECTION OF STATE RETIREMENT SYSTEMS

The Ohio Education Association believes that the assets of State retirement systems can be invested in all types of investments. Equal consideration should be given to probable income and probable safety of the capital. All retirement benefits earned by educational employees should under the law be payable to such employees. Every effort should be made to not only maintain but also improve existing retirement benefits, including health care benefits. No person participating in a retirement system should be forced to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned, and therefore, inviolate.

The Association is aware of incursions on the assets of retirement systems by state and municipal governments. Such incursions involve either a misuse of assets or the failure to appropriate required funds to the systems. Both practices result in increasing accrued liabilities, reduce the financial soundness of the system, and jeopardize the security of school employee's retirement benefits. The Association also believes that these incursions on retirement systems can best be averted by the passage of preventive federal and/or state legislation.

The Association further believes that a retirement system should be exempt from federal regulations when its plan complies with minimal standards prescribed by federal and state statutes. (83-17)

F-62 61 SOCIAL SECURITY

The Ohio Education Association believes that Social Security should not be mandated for educational employees covered under a state retirement system.

The Association also believes that individuals who qualify as spouses under Social Security should not be penalized for having pensions under state retirement systems by

a requirement that Social Security benefits for educational employees, spouses, and survivors be reduced/offset by the amount of their pension. (02-17)

OTHER

F-63 62 BOARD MEETINGS

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

The Association also believes in the right of these individuals to full participation in these meetings without prior notice or agreement.

The Association encourages affiliates to bargain for nonvoting representation on governing boards. (68-17)

F-64 63 RESIDENCY REQUIREMENTS

The Ohio Education Association believes that the rights of educational employees shall not be restricted by imposing residency requirements as a condition for professional employment. (72-17)

G. SECURE PROFESSIONAL AUTONOMY

ACCREDITATION

G-1 ACCREDITATION AND APPROVAL OF TEACHER PREPARATION INSTITUTIONS

The Ohio Education Association believes in the importance of national accreditation and state approval of all Educator preparation institutions. The Association supports the position that a single national, nongovernmental agency Council for the Accreditation of Educator Preparation (CAEP) and an Educators' Professional Standards Board should perform these functions.

The Association also believes that the national and state evaluation teams and appropriate boards performing these functions must be broadly representative of the Education profession and prospective Educators. These teams and boards must also include students preparing to teach, retired teachers, and an equitable representation of current Pre-K to 12 teachers in all matters of policy and operation.

The Association further believes that the purpose of these evaluations is to not only accredit or approve Educator preparation institutions, but also to help each institution improve its programs on the basis of CAEP and the Educators' Professional Standards Board recommendations. (77-22)

PROFESSIONAL STANDARDS, CERTIFICATIONS, LICENSURE

G-2 EDUCATOR STANDARDS BOARD

The Ohio Education Association believes the profession must govern itself. The Association believes, therefore, that an Educators' Standards Board should be established and that the majority of its members should be Pre-K to 12 public school teachers. The Educators' Standards Board should have the legal responsibility for determining policy and procedures for teacher licensure, approval of teacher licensure, approval of teacher preparation programs, recognition of national accreditation of preparation programs, and programs designed to improve teacher education. (82-08)

G-3 STATE CERTIFICATION/LICENSURE AND TEACHER EXAMINATIONS

The Ohio Education Association supports rigorous state standards for entry into the teaching profession. The Association believes that no single criterion should be used for determining who should study for or be licensed in the teaching profession. Multiple determiners should be used, including college grades, and professional experience where applicable, professional judgments of the candidate's instructors, samples of the candidate's work and evaluation of their working relationships with students and teachers in all field experiences such as student teaching.

The Association also supports relevant evaluation in selecting and preparing teachers and believes that teaching practitioners and student teachers must be fully involved in determining the criteria. The Association also believes that an appropriate pedagogical and/or subject matter test could be used for initial licensure. Tests should be developed under the supervision of a Professional Standards Board by a committee made up of a majority of Pre-K to 12 public school teachers and include representatives of teacher preparation institutions. Tests should be valid and unbiased. The Association further believes that no test is satisfactory for use as a single criterion. In no case, shall examinations be used for licensure renewal, assignment to or selection for positions, salary determination, transfer, evaluation, dismissal, promotion, or tenure for practicing Pre-K to 12 teachers.

The Association believes that teaching certificate/license must be recognized as the primary requirement for employment in every public and private school in Ohio (Pre-K to 12). No certificate/license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No temporary or emergency certificates/licenses should be issued. No assignments should be permitted outside the teacher's area of certification/licensure without appropriate concurrent retraining supported by the local governing board.

The Association further supports the periodic evaluation of licensure procedures that promote social justice and reduce institutional racism to ensure that cultural, economic, gender, racial, ethnic, or age biases are not perpetuated by the requirements for licensure. (71-22)

G-4 VOLUNTARY NATIONAL CERTIFICATION

The Ohio Education Association supports voluntary professional certification at Pre-K to 12 levels by a national standards board of professional educators or a subject matter specific organization that is comprised of a majority of practicing public school teachers.

The Association believes that National certification should not be used as a criterion for continuing employment, state certification/licensure, renewal of state licensure, evaluation, dismissal, promotion, assignment or tenure.

The Association also believes that Educators with National Board Certification should be recognized and receive additional compensation at the local level. (90-22)

H. UNITE EDUCATIONAL EMPLOYEES FOR EFFECTIVE CITIZENSHIP

CITIZENSHIP RIGHTS

H-1 EDUCATIONAL EMPLOYEE AS A CITIZEN

The Ohio Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association also believes that, as private citizens, educational employees have the right to express their personal viewpoints in public without fear of censorship or intimidation. The Association supports voter education to alert new voters to voting laws and procedures and key political issues. The Association urges local affiliates to seek written governing board policies to guarantee educational employees their political rights, including registering and voting, participating in party organizations, performing jury duty, discussing political issues publicly, campaigning for candidates, contributing to campaigns of candidates, lobbying, organizing political action groups, and running for and serving in public office, including boards of education. The Association further believes that local government units should be prevented from restricting the right of educational employees to run for any elective office. Provisions should be made to enable educational employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

The Association believes that it is the duty and responsibility of educational employees and local affiliates to involve themselves in the selection, election, and reelection of qualified, committed candidates who support legislation favorable to public schools and OEA strategic goals that will provide quality education. Therefore, the Association urges its members to become politically involved and to support political action of the Association. (83-18)

H-2 RIGHT TO VOTE

The Ohio Education Association believes that the principle of one-person – one-vote must apply at all levels of government including the election of the president of the United States.

The Association recognizes the right to vote as a constitutional right guaranteed to all eligible citizens. The Association supports the reauthorization of all provisions of the Voting Rights Act of 1965.

The Association also supports voting and absentee provisions that are accessible, simplified, accurate, reliable and verifiable for all elections. The Association further supports election administrations that provide for open, fair, secure, and publicly verifiable ballot counting.

The Association opposes all actions that encourage or result in voter disenfranchisement. The Association supports the voting rights of all citizens including those who are currently or formerly incarcerated, on parole, or on probation.

The Association also supports voter education programs and uniform registration requirements without restrictive residency provisions or restrictive identification requirements. (04-22)

H-3 POLITICAL RESPONSIBILITY

The Ohio Education Association urges local affiliates to strengthen their efforts in supporting the passage of legislation favorable to schools and to support the adopted OEA legislative positions. The Association also urges every member to become a registered voter, support OEA legislative positions and pro public education candidates, and participate actively in the OEA Fund for Children and Public Education functions. (60-21)

H-4 U. S. CONSTITUTIONAL CONVENTION

The Ohio Education Association believes that the U.S. Constitution safeguards freedoms fundamental to our society. The Association strongly urges that all proposed changes to the Constitution be directed through the traditional congressional proposal and state ratification process rather than through the convening of a constitutional convention, which would open the Constitution to the possibility of total revision. (83-20)

H-5 COMPREHENSIVE HEALTH CARE POLICY

The Ohio Education Association believes that ACCESS TO affordable and comprehensive healthcare, including, BUT NOT LIMITED TO, prescription drug coverage, parental AND ADOPTION leave, preexisting conditions, REPRODUCTIVE HEALTH CARE, GENDER-AFFIRMING CARE, EMERGENCY CARE, and partner benefits is A HUMAN RIGHT the right of every resident. HEALTH CARE SHOULD NOT BE DENIED ON THE GROUNDS OF RACE, COLOR, NATIONAL ORIGIN, POLITICAL BELIEFS, RELIGION, GENDER, SEXUAL ORIENTATION, GENDER IDENTITY, GENDER EXPRESSION, AGE, DISABILITY, SIZE, MARITAL STATUS, OR ECONOMIC CONDITION.

The Association also believes Congress and the Ohio General Assembly should make no cuts in Medicare or Medicaid Benefits or funding. (14-24 24)

H-6 OPEN MEETINGS

The Ohio Education Association believes that open meetings of all public bodies, such as local school governing boards, are essential to permit monitoring of governmental actions. The Association supports appropriate open meeting and public disclosure laws. Information provided to the public should include adequate advance notice of meeting date, time, and location, and meeting link. Meeting agendas should provide opportunity for public participation or response to business discussed. (90-21)

H-7 CAMPAIGN FINANCE REFORM

The Ohio Education Association supports efforts that enhance public confidence in the electoral process. The Association supports full, timely disclosure of campaign finances, reasonable contribution limits and spending limits in legislative and statewide elections. The Association opposes any efforts to diminish the ability of its members to express themselves politically and opposes efforts to limit how the Association utilizes its resources in the political process. (93-06)

H-8 MEMBER INVOLVEMENT IN COMMUNITY ORGANIZATIONS

The Ohio Education Association encourages its members to become involved in citizen-based community organizations and to influence those organizations to address issues of common concern to their local and state education associations. (03)

CITIZENSHIP RESPONSIBILITIES

H-9 ENERGY PROGRAMS

The Ohio Education Association believes that a State energy policy should reflect the efficient use of energy from all sources, provide research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.

The Association supports ensuring the energy-efficient operation of public schools and encourages the use of new energy sources and energy-efficient design in school renovation and construction. The Association also supports efforts that develop energy conservation awareness and school building energy audit programs. The Association further supports programs that investigate energy efficiency recommendations, research, and public health and safety programs for all educational levels in the schools. (03-09)

H-10 ENVIRONMENTAL RESPONSIBILITY

The Ohio Education Association believes that businesses and governmental agencies should be responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school systems and educational institutions in developing purchasing policies using these criteria.

The Association also believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (03)

H-11 NUCLEAR FACILITIES, RADIOACTIVE/CHEMICAL POLLUTANTS, AND WASTE INCINERATION

The Ohio Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association also believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 50-mile radius of any school facility.

The Association believes that educational employees must be involved in the development and dissemination of emergency plans in the case of accidents that potentially could result in environmental or health hazards. (03-20)

H-12 HYDRAULIC FRACTURING

The Ohio Education Association believes that state regulatory agencies must work closely with the EPA in monitoring Hydraulic Fracturing (fracking) and communicating its health and safety implications for those who live and or work within the fracking area. (15)

I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS

INTERNATIONAL RIGHTS

I-1 WORLD PEACE AND INTERNATIONAL RELATIONS

The Ohio Education Association believes that the security and well-being of our nation are enhanced by the pursuit of peace. The Association believes the most effective guarantees of peace are a solid economy, a well-educated populace, and a stable world community.

The Association also believes the methods of peace are superior to the methods of war and, in this nuclear age, are basic to the survival of civilization. The Association urges that the nations of the world, through cooperative talks, develop treaties and disarmament agreements that reduce the danger of nuclear and conventional wars and free resources for important domestic problems. Such treaties and agreements should prevent the placement of weapons in outer space.

The Association urges its affiliates and members to promote the ideals of peace, freedom, and human dignity based upon genuine respect for and understanding of individual and cultural diversity.

The Association supports the United States Institute of Peace, which provides the public with publications, information, programs, training, and research data in developing peacemaking and conflict resolution skills.

The Association further believes that the United Nations (UN) furthers world peace and promotes the rights of all people by preventing war, racism and genocide. Establishing dialogue with educational employees from other nations through the Education International will help promote human rights and international peace and understanding.

(83-21)

I-2 NUCLEAR FREEZE

The Ohio Education Association believes that nuclear war is not survivable. The proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association also believes the United States and all other nations should adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, sale, distribution, and deployment of nuclear weapons, materials, and all systems designed to deliver nuclear weapons. The Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate verification and enforcement provisions. The Association also supports the development of treaties to eliminate the world's nuclear weapons arsenals. (83-03)

HUMAN AND CIVIL RIGHTS

I-3 HUMAN RIGHTS

The Ohio Education Association believes that the governments of all nations must respect the basic human and civil rights of every individual including equal access to education as embodied in the United Nations Universal Declaration of Human Rights. The Association condemns any action that limits or prohibits the free and responsible exercise of these rights and believes that all education employees must lead in the effort to prevent any encroachment on these basic and human civil rights.

The Association also believes that the U.S. government should withhold all forms of military aid to governments that violate these rights.

The Association further believes that violence is abhorrent. The Association also condemns violence, as well as the tolerance of violence, and believes that all nations must pass and enforce measures to curtail and prevent actions and practices that inflict pain, suffering, mutilation, or death, and offer asylum to those threatened by such actions.

The Association urges countries—including the United States—to provide a safe haven for greater numbers of refugees who have fled devastation in their native countries during times of increased conflict and condemns the stereotyping of refugee groups.

The Association expresses concern that the utilization of trade sanctions on food and medical supplies by any nation of the world to achieve political objectives fails to adequately consider the possible humanitarian impact of these policies on the civilian populations of the affected nations particularly the young, the elderly, and the poor.

The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of making a political statement. The Association believes that it is the responsibility of all governments to discourage such actions by individuals or groups of individuals. The Association supports international judicial systems that hold accountable those who violate human rights.

The Association calls upon all nations to release all education employees and students who are being held without charge and to refrain from the use of coercion and arbitrary detention to punish the people of a specific area of their territories.

The Association further condemns the practice of capital punishment of nations without judicial safeguards such as the presumption of innocence and/or the right to counsel.

The Association also expresses concern that the practice of capital punishment in the United States impacts individuals disproportionately on the basis of social class, race, ethnicity, and gender. The Association supports ongoing efforts to review the practice of capital punishment for inequities based on these and other factors.

The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or amendment to the US Constitution that curtails or infringes on basic rights. The Association also opposes harsh sentencing measures, such as mandatory minimum and other local, state, and national laws which have contributed to mass incarceration. The Association also opposes torture and cruel, inhuman, or degrading treatment or punishment of persons in the custody, or under the physical control of the U.S. government, regardless of nationality or physical location. (19)

I-4 CIVIL RIGHTS

The Ohio Education Association is committed to the achievement of a totally integrated society and calls upon Ohioans to create by statute and practice, a country free from barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, creed, gender, sexual orientation, gender identification, gender expression, age, disability, size, marital status, and economic status that prevent some individuals, adults or juveniles, from exercising rights which are enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All Individuals must be assured a speedy and fair judicial process, including the right to habeas corpus, with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

The Association encourages the availability of gender neutral bathrooms in all schools to encompass the needs of all students in accordance with local, state and national legislation.

The Association supports family planning, including the right to reproductive freedom. The Association urges all branches of Federal, state, and local governments to give high priority to making available all methods of family planning to people unable to take advantage of private facilities. Where needed and accepted by the local community, the Association urges the implementation of community-operated, school-based family planning clinics that will provide students with intensive counseling by trained personnel.

The Association also supports an equal rights amendment to the U. S. Constitution, which would guarantee that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of gender, and urges its affiliates to support ratification of such an amendment. The Association further supports the implementation and full funding of the Women's Educational Equity Act.

The Association believes that any local, state, or federal law; Executive Order; presidential signing statement or amendment to the U.S. or state constitutions or interpretation thereof that curtails basic civil rights is detrimental to a free and democratic society. (75-23)

I-5 HUMAN TRAFFICKING

The Ohio Education Association is committed to the abolition of all forms of human trafficking. Human trafficking is the acquisition of people by improper means such as force, fraud, or deception, with the aim of exploiting them as defined by the United Nations Convention of Human Trafficking and Migrant Smuggling. (13)

I-6 HOUSING AND HEALTH CARE FOR ALL

The Ohio Education Association believes that all members of our society should be free to reside in the communities of their choice. The Association also believes that all members of our society should have the right to adequate housing.

The Association supports legislation, policies, and programs that provide adequate housing for all. (90-17)

I-7 RIGHT TO PRIVACY

The Ohio Education Association believes that every individual has a right to privacy. The Association continues to be concerned about any indiscriminate surveillance of citizens or groups by private and public agencies or individuals, especially the posting of addresses, phone numbers, and/or travel routes of individuals on Internet websites. The Association condemns the use of information gathered and stored and the exchange of such information, including library patron, medical, e-mail, social media, and credit card records, without explicit release from the person or persons involved.

The Association recognizes that such rights to privacy and confidentiality must be guaranteed through federal and state legislation. (87-18)

I-8 FREEDOM OF RELIGION

The Ohio Education Association believes that freedom of religion is a fundamental human right. The Association also believes that choice of religion is an intensely personal decision, individuals have the right to practice their religion, and no person should use religious beliefs as a basis for discrimination. Instruction in religious doctrines and practices is best provided within a family setting and/or by religious institutions.

The Association further believes that schools should teach the rights and responsibilities associated with the freedom of religion, the religious heritage and diversity of the United States, respect for the religion of others, and the historical and cultural influences of various world religions.

The Association further believes that local school boards should adopt policies that govern religious activities on school property. Such policies must respect the separation of church and state; govern voluntary, student-led meetings with adult supervision before or after normal school hours; treat all religions on an equal basis; and protect the rights of students and educational employees.

The Association also believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public-school program. The Association opposes the imposition of sectarian practices in the public-school program and urges its affiliates to do the same.

The Association also opposes any federal legislation or mandate that would require school districts to schedule a moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal funds. (03-19)

I-9 THE RIGHT TO ORGANIZE

The Ohio Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through ~~their own free and~~ independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured.

The Association also believes that shared core values among and between unions strengthens the ~~middle class~~ **LIVING CONDITIONS OF SOCIETY.**

The Association ~~deplores~~ **REJECTS** anti-union activities by business interests, school districts, **POLITICAL AND NON-POLITICAL ENTITIES,** and government agencies, including efforts that attempt to destroy and undermine labor unions and organizations. ~~penalize members for union involvement, and deprive workers of their right to organize and bargain.~~ **MEMBERS HAVE THE RIGHT TO BE INVOLVED, ORGANIZE, AND BARGAIN WITHOUT PENALTY.** The Association supports the rights of workers to unionize ~~by signing cards~~ **THROUGH CURRENT METHODS AND SUPPORTS LEGAL PROTECTIONS FOR THEM TO DO SO.** ~~and the establishment of penalties for violating the rights of workers to unionize.~~

The Association also believes that members have the right to have payroll deduction of both Association membership dues and voluntary political contributions. (13-44 **24**)

I-10 SEXUAL HARASSMENT

The Ohio Education Association recognizes that sexual harassment is a form of sex discrimination or abuse. This can include, but is not limited to, unwelcome sexual advances, requests for sexual favors, and other verbal or physical harassment of a sexual nature.

Furthermore, we believe that educational employees, faculty, staff, and students should be protected from all forms of sexual harassment.

The Association encourages its affiliates to work with the local school districts and institutions of higher education to:

- a. establish strong policies defining and prohibiting sexual harassment;

- b. develop educational programs designed to help people recognize, understand,
- c. prevent, combat, and eliminate sexual harassment;
- d. develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties;
- e. form and train support groups to assist in the counseling of targets of sexual harassment. (95-18)

I-11 SEXUAL ASSAULT

The Ohio Education Association believes that all members of society should be protected from becoming victims of sexual assault. The Association also believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases.

The Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association further believes that access to necessary services/programs must be made available to victims and their families. These services must be funded by appropriate government agencies.

The Association believes that a systematic process should be developed for gathering evidence when such assaults occur and supports the use of DNA testing as a means to identify perpetrators of sexual assault. The Association also believes in the importance of counseling and rehabilitation for the assailant. The Association further believes in the protection of privacy and due process rights for both the victim and the alleged assailant. (14)

I-12 HUMAN RELATIONS IN THE SCHOOL

The Ohio Education Association believes that improved human relations are essential to the school environment. The Association urges local and district affiliates to establish human relations committees. To improve human relations in schools, the Association calls for:

- a. school recruitment policies that will ensure culturally diverse educational employees;
- b. appropriate classroom and other student-related activities that are responsive to
- c. the cultural diversity and historical backgrounds of our society;
- d. ongoing development of continuing education programs to educate school and community personnel;

- e. reduction of the ratio of students to certificated/licensed staff which promotes improved learning, as determined by educators in closest contact with the student(s);
- f. development of ways to improve police relations through the joint efforts of school, community, and law enforcement agencies;
- g. joint discussions to promote understanding of human and civil rights and responsibilities in all segments of society;
- h. student-related activities that are responsive to the cultural diversity and historical backgrounds of our society;
- i. development and implementation of curricula that teach students about positive human relations. (71-18)

I-13 JUSTICE AND LAW ENFORCEMENT

THE ASSOCIATION BELIEVES THAT LAW ENFORCEMENT MUST BE A TRUSTED RESOURCE FOR COMMUNICATION AND COOPERATION WITH OUR SCHOOLS AND COMMUNITIES.

THE ASSOCIATION ALSO BELIEVES THAT LAW ENFORCEMENT MUST BUILD STRONG RAPPOR WITH THE COMMUNITY TO ADDRESS AND PREVENT THE PERPETUATION OF HISTORICAL INJUSTICES AND BETTER SERVE INDIVIDUALS WHO ARE DISABLED, NON-ENGLISH SPEAKERS, DEAF, HARD OF HEARING, UNDER THE INFLUENCE OF DRUGS, HOMELESS, AND VICTIMS OF VIOLENCE.

THE ASSOCIATION ENCOURAGES THE CREATION OF REVIEW BOARDS TO MEDIATE ISSUES BETWEEN LAW ENFORCEMENT AND OUR COMMUNITIES AND DISCOURAGES THE FURTHER MILITARIZATION OF CIVILIAN LAW ENFORCEMENT. (24)

I-13 14 CONTROL OF DEADLY WEAPONS AND LOOK-ALIKES

The Ohio Education Association believes that all students and educational employees must be allowed to learn and work in an environment free of guns, deadly weapons, or look-alikes.

The Association further believes that stricter legislation is needed to prevent the illegal use of deadly weapons. The Association supports legislation that provides for prescriptive controls on the manufacture, importation, distribution, sale, and resale of deadly weapons which have no practical usage for hunting or other legally recognized or constitutionally protected purposes. The Association supports banning assault weapons, limiting the capacity of ammunition magazines, creating a national database of gun sales to prevent people with mental illness, a documented history of domestic violence, and those who are

included on the no fly and terrorist watch lists from purchasing firearms. A mandatory background check and a mandatory waiting period should occur prior to the public or private sale of all firearms. The Association believes that minors shall not be allowed to buy, own, or sell firearms.

The Association also believes that gun owners should participate in education programs that stress responsible ownership, including safe use and storage of guns. The Association further believes that scientific and medical research on the causes and prevention of firearm violence should be extensive and ongoing.

The Association believes that significant penalties should be enacted and strenuously enforced for criminal actions involving deadly weapons and look-alikes, especially in school settings, and for those who profit from the illegal sale and distribution of deadly weapons. The Association also believes that individuals who bring guns, deadly weapons, or look-alikes to school should be excluded from school and school grounds until completion of a mandatory prescribed intervention.

THE ASSOCIATION BELIEVES SCHOOL PERSONNEL SHOULD NOT CARRY WEAPONS IN SCHOOL SETTINGS.

IF A SCHOOL DISTRICT CHOOSES TO ALLOW OR REQUIRE SCHOOL PERSONNEL TO CARRY DEADLY WEAPONS, THE ASSOCIATION RECOMMENDS THE DISTRICT ADOPT THE FOLLOWING TRAININGS:

- a. **INITIAL EXTENSIVE TRAINING AND HANDLING TIME BEYOND THAT REQUIRED FOR OBTAINING A CONCEAL CARRY LICENSE;**
- b. **REGULAR REFRESHER TRAINING, INCLUDING RANGE TIME;**
- c. **SIMULATION-BASED TRAINING IN SITUATIONAL AWARENESS AND DE-ESCALATION.**

(89-47 24)

I-14-15 BULLYING

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

The Association 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. Such programs should:

- a. establish strong policies prohibiting bullying that include the definition, consequences, and procedures for reporting and appeals;
- b. develop and implement educational programs designed to help students recognize, understand, prevent, oppose, and eliminate bullying;
- c. include activities to help all students, staff, and community members feel understood, respected, valued, and included by cultivating greater awareness and appreciation of our cultural similarities and differences in order to prevent bullying;
- d. provide training for all school employees in bullying prevention and intervention; including the safe use of various forms of social media;
- e. encourage school boards to establish written policies designed to ensure the elimination of bullying, harassment, and intimidation of students and staff by other students, staff and parents/guardians;
- f. provide professional development materials and resources.

These programs should be reviewed, revised, and updated to reflect changing needs.
(05-22)

I-15 16 ACCOUNTABILITY AND TRANSPARENCY IN TESTING

The Ohio Education Association strongly supports accountability and transparency in testing. Therefore, the Association supports passage of legislation that includes a provision for each individual test taker to receive a post-test copy of all test questions, scores, and rationale for current answers and appropriate intervention activities.
(87-20)

RIGHTS OF SPECIFIC GROUPS

I-16 17 ACCESSIBILITY FOR PEOPLE WITH DISABILITIES

The Ohio Education Association believes that school districts and Association affiliates should make their respective buildings accessible for people with disabilities and adhere to Americans with Disabilities Act (ADA) regulations. The Association also believes that all public buildings should be accessible for people with disabilities. (89-96)

I-17 18 PEOPLE WITH MENTAL ILLNESS

The Ohio Education Association believes that it is society's responsibility to provide quality care for individuals who have mental illness.

Such persons should have access to treatment such as primary hospital care, outpatient services, necessary medication, social services, and housing in the least restrictive

environment. Financial assistance for such care should be based upon the ability of the individual to pay. (87-16)

~~I-18-19~~ DISABILITIES AWARENESS

The Ohio Education Association believes that the human and civil rights of students, educational employees, and community members with disabilities must be protected. The Association shall support and encourages its affiliates to bring about an awareness of disability issues to safeguard, and protect the disability rights of members, students, and the public at large. (00-22)

~~I-19 20~~ MIGRANT WORKERS

The Ohio Education Association is concerned with the plight of migrant workers. The Association is committed to the right of migrant workers to be fully represented in collective bargaining by the organization of their choice. (87-18)

~~I-20 21~~ NONPARTISAN BOARDS

The Ohio Education Association believes that there must be a representative nonpartisan board of education in each school district and board of trustees for each corporate institution of higher education.

The Association also recognizes the responsibilities of school boards and boards of trustees to promote public understanding of the schools.

The Association further believes that school boards of education should work with local education associations for the elimination of academic distress commissions appointed by the State of Ohio that take away local control and undo existing elected board members. (65-20)

~~I-21-22~~ PROTECTION OF SENIOR CITIZENS

The Ohio Education Association believes the physical, mental, and economic abuse of senior citizens in any form is deplorable.

The Association also believes policies and practices at the state and federal levels that result in poor medical care; physical, mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs; deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement homes are unacceptable.

The Association supports legislation, political action, and consumer education to eliminate the use of unethical techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources. (89-18)

I-22 23 DEATH PENALTY ABOLITION

The Ohio Education Association believes that the death penalty in Ohio must be abolished. This penalty is not equitably distributed among all persons who commit a capital offense. This punishment fails in its ability to change the actions of certain offenders and still at times condemns the innocent.

The Association also believes the families of victims and families of perpetrators should receive state-supported counseling services. (20)

I-23 24 VICTIMS OF CRIME

The Ohio Education Association believes that victims of a crime should be treated with dignity and compassion, without the fear of intimidation.

The Association also believes that it is essential that victims and their families be notified of and have the right to be present/represented at all hearings and legal proceedings involving the defendant/perpetrator.

The Association further believes that victims and their families must be notified of and must have the right to be present and represented at all hearings and legal proceedings involving the defendant/perpetrator.

The Association further believes that it is a violation of the victims' right to privacy to release the names of the victims. Victims and their families must be made aware of and have free access to necessary services/programs. These services/programs must be funded by the appropriate government agencies.

The Association also supports efforts that will prevent and protect members of our society from becoming victims of all forms of abuse or assault. (89-21)

I-24 25 TRAFFIC SAFETY

The Ohio Education Association believes that traffic deaths and injuries must be reduced. The Association supports:

- a. enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances;
- b. enactment and enforcement of effective and equitable legislation regulating driving while distracted by electronic devices.
- c. appropriate educational experiences for students regarding the effects of driving while under the influence;

- d. recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence;
- e. legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the correct use of seat belts for adults and minor children and the correct use of approved car seats for infants and young children;
- f. legislation requiring the use of helmets for bicycle and motorcycle riders. (05-21)

I-25-26 MILITARY VETERANS

The Ohio Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities. The Association supports federal and state increases in benefits and programs, not limited to educational and retirement benefits, for these military veterans to meet their needs. (15)

OPPOSITION TO ALL FORMS OF DISCRIMINATION

I-26 27 EQUALITY AND DISCRIMINATION

The Ohio Education Association believes in the equality of all individuals. Therefore, discrimination and stereotyping must be eliminated.

The Association also supports the development of activities and programs for staff, students, parents/guardians/caregivers, and community, which identify and eliminate discrimination and stereotyping in all educational settings. Such plans, activities, and programs must be designed to:

- a. increase understanding, sensitivity, and acceptance of individuals and groups;
- b. eliminate discrimination and stereotyping in the curriculum, textbooks, resource and instructional materials, activities, etc.;
- c. foster the use of nondiscriminatory, nonsexist, and non-stereotypical language, resources, practices, and activities;
- d. integrate an accurate portrayal of the roles and contributions of all groups throughout history across the curriculum;
- e. examine how prejudice, stereotyping, and discrimination limit the roles and contributions of individuals and groups.

The Association further believes that ongoing trainings must continue in order to provide members training opportunities specifically designed to eliminate discrimination in all

forms, including cultural biases, positions of class and bigotry, or preconception and intolerance that may occur within our ranks. (97-20)

1-27 28 INSTITUTIONAL AND ORGANIZATIONAL DISCRIMINATION

The Ohio Education Association believes that the fabric of our society is strengthened when the contributions of all its diverse members are encouraged and embraced. The Association recognizes that institutional and public policies and practices ~~sometimes discriminate against some segments of the population.~~ **CAN BE DISCRIMINATORY.**

The Association ~~deplores~~ **REJECTS** these social, institutional, and governmental actions and policies that engender discriminatory practices. The Association encourages its affiliates, in concert with community organizations, to educate the public to bring about an awareness of such policies and practices and to actively work to eliminate them.

~~The Association urges its affiliates and members not presently holding membership in organizations that deny membership to certain segments of our society on a discriminatory basis when such denials are not related to the stated purposes of the organization, to discontinue any involvement with such organization.~~ **DISTRICTS AND LOCALS TO AFFILIATE WITH ORGANIZATIONS THAT PROMOTE INCLUSIVE PRACTICES.**

The Association further urges its members to not participate in, provide programs to, or join organizations utilizing exclusionary membership **AND DISCRIMINATORY PRACTICES.**

The Association also urges its members ~~now~~ **CURRENTLY** holding membership in such organizations to work actively ~~from within~~ for the total elimination of such exclusionary clauses **AND DISCRIMINATORY PRACTICES.** (78-03 24)

1-28 29 RACE, GENDER IDENTITY AND SEXUAL ORIENTATION IN EDUCATION

The Ohio Education Association believes that the state must guarantee equal opportunities for all people regardless of race, gender identity, or sexual orientation, in all educational programs and activities. The Association believes that education materials must portray a variety of individuals doing all types of jobs.

The Association urges its affiliates to initiate and continue awareness programs which will enable educators to exert their influence in helping the local school district comply with Title IX guidelines.

The Association supports the Federal Guidelines of the Equal Employment Opportunity Commission which states sexual harassment is a form of sex discrimination. The Association also endorses the use of nonsexist language in all communication. It also believes that sexism and sex discrimination must be eliminated from the curriculum and effective training of educational employees is necessary for this purpose.

The Association further believes in pay equity for all regardless of their race, gender identity, or sexual orientation. (72-20)

INTEGRATION AND DESEGREGATION

I-29 30 INTEGRATION IN PUBLIC SCHOOLS

The Ohio Education Association affirms its belief in quality integrated education which prepares students for life and work in America's pluralistic society. The Association believes it is imperative that full integration of the nation's schools be affected.

The Association recognizes that acceptable integration plans will include affirmative action programs and a variety of devices such as attendance area realignment, pairing of schools, grade pairing, satellite, and magnet schools.

The Association urges its affiliates to encourage school boards to study and seriously consider the negative impact on minority students when schools located in minority neighborhoods are targeted for closing.

The Association will continue to provide technical assistance to its affiliates to assure that educators be involved in the development and implementation of plans designed to achieve integration. The Association urges local affiliates to work within their local school districts to secure available state and federal monies for the funding of staff development programs professional development training, and the transportation of students as necessary components of any desegregation program. At the same time, the Association opposes any action of boards of education to finance such desegregation plans through a reduction of school staff and programs.

The Association also urges participation in citizen's advisory committees consisting of teachers designated by the local education association; parents/guardians/caregivers; and representatives of community organizations, businesses, clergy, and media, which reflect the ethnic make-up of the community in developing, implementing and evaluating student desegregation plans.

The Association opposes any attempts to delay or impede implementation of desegregation orders and will, therefore, resist all efforts to re-segregate integrated schools. The Association also opposes any governmental attempts to re-segregate public schools through any means, including vouchers, non-instrumentality charters, and other school-choice initiatives. (71-23)

I-30 31 MARRIAGE EQUALITY

The OEA believes in marriage equality for all individuals. Discrimination and stereotyping based on such factors as race, gender, sexual orientation, gender identity, disability, ethnicity, immigration status, occupation and religion must be eliminated.

The Association also believes that these factors should not affect the legal rights and obligations of the partners in a domestic partnership, civil union, or marriage in regard to matters involving the other partner, such as, medical decisions, taxes, inheritance, adoption and immigration.

The Association further believes that these factors should never be used to deny any individual or couple the full rights of marriage equality. (16)

I-31 32 HATE-MOTIVATED VIOLENCE

The Ohio Education Association 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 conditions are deplorable. The Association 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 Association recognizes the danger of Highly Privileged Cultural groups and all media sources that promote hateful speech and actions, and the continuation of institutional racism. Further, the Association recognizes the danger of any group that marginalizes anyone based on their race, color, national origin, religion, gender, sexual orientation, gender identity, age, disability, size, marital status, or economic conditions. Therefore, educators must take a significant role in countering the effects of such speech, actions, and racism on our students, families and communities. (19)

I-32 33 RACIAL JUSTICE

The Ohio Education Association believes in the necessity of racial healing to strengthen our society as a whole. Racial justice in education will be realized when we ensure systematic fair treatment resulting in equitable opportunities and outcomes for people of all races. The Association acknowledges that both historical and current practices have systematically advantaged privileged people while disadvantaging and denying rights, opportunities, and equity for black, indigenous, and people of color. Biased policies and laws have been manifested in the conditions our students and educators face in their schools and communities.

The Association encourages its affiliates to educate members about the way race privileges certain people. The Association also encourages its affiliates to work with family and student partners to develop, initiate, and promote programs that will lead us to repair, heal, organize and advocate to achieve racial justice in order that every student and educator may achieve their full potential. (18-23)

I-33 34 PRIVATE PRISONS

The Ohio Education Association believes that profiting from incarceration is in direct conflict with the objective to rehabilitate those who have committed crimes. Additionally, private prison practices, such as maintaining high occupancy rates and unsafe staff-to-inmate ratios, lobbying for harsh sentences, and providing inadequate services, undermine restorative justice practices and disproportionately affect people of color. Therefore, the Association believes incarcerated individuals should be held in publicly-operated institutions. (19)

I-34 35 WHITE SUPREMACY/PRIVILEGED CULTURE

The Ohio Education Association believes that in order to achieve racial and social justice, educators must acknowledge the existence of white supremacy/privileged culture as a primary root cause of structural racism and institutional racism. White supremacy/privileged culture is the state or condition of superiority to all others in authority, power, or status.

The Association also believes that the norms, standards, and organizational structures manifested in white supremacy/privileged culture perpetually exploit and oppress black, indigenous, and people of color and serve as detriments to racial justice.

The Association further believes that the invisible racial benefits of white supremacy/privileged culture, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit opportunities for black, indigenous, and people of color and impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social and educational strategies fostering the eradication of institutional racism. (19- 23)

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

STRONG EFFECTIVE ASSOCIATIONS/AFFILIATES

J-1 STRONG PROFESSIONAL ASSOCIATION

The Ohio Education Association believes that every education employee has an obligation to his or her chosen profession. The Association also believes that unity of effort by the school community will result in a strong educational program for every student and thus secure the future of a free nation. The Association further believes that a united profession is necessary to build strong educational programs for every student.

The Association believes:

- a. that every education employee has the right and must be provided the opportunity to become a member of and participate fully in the United Education Profession;
- b. that a united profession is necessary to ensure the freedom of members of the educational community to conduct their professional affairs through organized action and that school policies should provide release time without loss of pay to educational employees who are fulfilling leadership responsibilities or attending professional meetings;
- c. that substitute teachers, aspiring educators, early-career educators, and support professionals should belong to and should participate in the Association;
- d. that members should support public education by sending their children to public pre-k through post-secondary educational institutions;
- e. that every education employee should join, support, and participate in the activities of the Association without fear of intimidation or retribution and that release time be equitably provided, without harassment, or without preference given to administrative personnel;
- f. that school policies should provide release time without loss of pay to those who
- g. are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities;
- h. whenever possible, policies and practices such as affordable child care services so that members with children may have improved opportunities to participate in Association activities should be supported and encouraged;

- i. that those who supervise and train teachers should be members of the Association and should stress the values and advantages of membership and of participation in the Association;
- j. in the principles of a sound retirement system and urges continuous modifications which will strengthen the system and improve the benefits to the members;
- k. that a prime responsibility of the Association is to stimulate significant improvements in the quality of instruction and that local affiliates should involve members in instructional improvement and curriculum development;
- l. in supporting other labor organizations through honoring picket lines, buying union-made products, utilizing union services and supporting boycotts.

The Ohio Education Association believes its status as an independent and professional organization is vital to its members and affiliates. This independence must be safeguarded in any alignments with other organizations. (69-19)

J-2 SUPPORTING LOCALS IN JEOPARDY

The Ohio Education Association believes that immediate and ongoing assistance should be given to those affiliates of the Association that have become, or are in danger of becoming, inactive. The Association should initiate and support programs that will:

- a. establish these locals as full participants in the UniServ program;
 - b. provide such locals with workshops designed for their specific situations;
 - c. enhance networking with these locals and successful OEA locals;
 - d. promote membership growth;
 - e. ensure an effective means of processing and resolving grievances;
 - f. assist locals targeted for take-over, locals taken over by competing organization, and locals that have become the object of "association busting";
 - g. ensure appropriate and effective public relations and communications activities.
- (85-09)

MEMBERSHIP PARTICIPATION

J-3 PROMOTION OF TEACHING AS A CAREER CHOICE

The Ohio Education Association supports the establishment of organizations for students interested in a field of education as a profession. The Association urges its local affiliates

to promote the establishment of such organizations and encourages its members to serve as advisors. The Association also believes that state and local 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 role in every community.

The Association encourages individuals interested in teaching as a career to attend Council for the Accreditation of Educator Preparation (CAEP) accredited institutions. The Association believes high school counselors and advisors should be aware of the advantages to students who attend CAEP-accredited institutions.

The Association also believes that teacher education institutions in Ohio should be encouraged to establish locals of the Ohio Student Education Association on their campuses. Further, we believe that advisors to these student locals should be members of the Association. (87-18)

J-4 IMPORTANCE OF UNION ACTIVISM

The Ohio Education Association believes that educational employees should be made aware of the history of the union movement as it relates to their local, district, state, and national organizations.

The Association also believes that association members be reminded of the many societal and employment advances, such as 40 hour work weeks, sick leave provisions, and due process procedures, won through union activism. The Association further believes that local, district, state, and national associations have an obligation to obtain information and to educate all their members of past, present, and possible future union advances. (19)

J-5 LEADERSHIP DEVELOPMENT

The Ohio Education Association believes that every member has a right and obligation to participate fully in the Association. Major responsibilities of the Association include:

- a. identifying potential Association leaders and providing programs which encourage their participation in the Association;
- b. providing programs which train local association leaders to meet current needs better;
- c. planning for the continuity of leadership training programs among the national, state, district, and local associations;
- d. urging local associations to establish guidelines and procedures which will promote greater continuity of leadership from one administration to the next;

- e. ensuring representation of women and minorities in all leadership training activities;
- f. urging local school districts and other educational institutions to provide release time without loss of pay to those who are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities. (75-00)

J-6 MINORITY PARTICIPATION

The Ohio Education Association believes that in order to reduce institutional racism and help break the school to prison pipeline, efforts to recruit and train qualified ethnic-minority candidates to enter the teaching profession in Ohio must be markedly increased.

The Association encourages minority participation in association decision making and governance.

The Association believes that its affiliates must maintain a commitment to organizational policies and programs, including promoting the NEA Bylaw 3.1g goal of achieving minority delegate representation at least equal to the proportion of the identified minority population in the state, that promote the training and involvement of minorities at all levels of the organization with a systematic evaluation of these policies and programs. (90-17)

J-7 STUDENT MEMBER PARTICIPATION

The Ohio Education Association believes that all eligible college students should be actively encouraged to join the Association. Participation and training of student members at the local, state, and national level must be a priority of the Association.

The Association further believes that its members should promote membership in the NEA/OEA student program to all eligible students, including student teachers in members' classrooms, and provide opportunities for community outreach, professional development, and political action. The Association believes that advisors of NEA/OEA student chapters should be members of the Association.

The Association also believes that affiliates should collaborate with student programs in order to facilitate the transition from student to professional membership status within the Association. Collaboration should include student members in the activities and leadership pathways of the Ohio Education Association and its affiliates.

The Association believes that affiliates should facilitate the establishment of student chapters in all higher education institutions in their area of the state that offer teacher preparation programs. (92-15)

J-8 OEA-RETIRED MEMBER PARTICIPATION

The Ohio Education Association believes OEA-Retired members are a valuable asset to the Association. OEA-Retired members play an important role and should be active participants in furthering the educational and political goals of the Association at the local, state, and national levels. The expertise of OEA-Retired members should be utilized in all areas of the Association.

The Association also believes that all members should promote membership, mentorship, and leadership in OEA-Retired to all who are eligible. (83-20)

J-9 RECOGNIZING UNIFICATION

The Ohio Education Association recognizes the importance of celebrating our history and diverse membership. It further recognizes its obligation to pass on our heritage and history to future generations. To that end, the Association believes it is altogether right and proper to remember and celebrate the unification of the NEA and the ATA (American Teachers Association) that made us the premier organization in American education. The Association also believes that the purpose of the minority delegate representation guarantees embodied in NEA Bylaw 3.1g must be emphasized. (02-20)

ADDENDUM - A

CODE OF ETHICS OF THE EDUCATION PROFESSION

Preamble

The Ohio Education Association believes that the education profession consists of one education workforce serving the needs of all students and that the term “educator” includes education support professionals.

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

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

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

PRINCIPLE I

Commitment to the Student

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

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

Shall not unreasonably restrain the student from independent action in the pursuit of learning.

Shall not unreasonably deny the student's access to varying points of view.

Shall not deliberately suppress or distort subject matter relevant to the student's progress.

Shall make reasonable effort to protect the student from conditions harmful to learning or to health and safety.

Shall not intentionally expose the student to embarrassment or disparagement.

Shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly--

a. exclude any student from participation in any program;

b. deny benefits to any student;

c. grant any advantage to any student.

Shall not use professional relationships with students for private advantage.

Shall not disclose information about students obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

PRINCIPLE II

Commitment to the Profession

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

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

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

Shall not in an application for a professional position deliberately make a false statement or fail to disclose a material fact related to competency and qualifications.

Shall not misrepresent his/her professional qualifications.

Shall not assist any entry into the profession of a person known to be unqualified in respect to character, education, or other relevant attribute.

Shall not knowingly make a false statement concerning the qualifications of a candidate for a professional position.

Shall not assist a non-educator in the unauthorized practice of teaching.

Shall not disclose information about colleagues obtained in the course of professional service unless disclosure serves a compelling professional purpose or is required by law.

Shall not knowingly make false or malicious statements about a colleague.

Shall not accept any gratuity, gift, or favor that might impair or appear to influence professional decisions or action.

Adopted by the NEA 1975 Representative Assembly