
ARIZONA EDUCATION ASSOCIATION

New Vision for Arizona Schools


*keeping the promise
of quality public education*

AEA New Vision for Arizona Schools Report

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4th Grade Teacher
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5th Grade Teacher
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Allison McElwee, Humboldt EA
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Erin Duncan, Tucson EA
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Valerie James, Humboldt EA
Speech and Language Pathologist
Kimberly Kelly, Amphi EA
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Speical Education Teacher
Nancy Munoz, Mesa EA
Speical Education Teacher
Linda Rodriguez, Crane EA
Speical Education Teacher
Krista Rowley, Mesa EA
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Introduction

The Arizona Education Association's mission statement, Keeping the Promise of Quality Public Education, provided the foundation for the work of our members in producing a new vision for Arizona schools post Covid -19. Living through a global pandemic, educators took on one of the greatest challenges seen to our profession and stayed committed to their students. Teachers became crisis distance learning professionals; cafeteria workers provided millions of meals to students who needed vital nutrition; and custodial service workers risked their own health daily to ensure our schools were virus free.

These experiences left our students and school employees with layers of trauma that may take years to unpack in order to heal. It was during this spring, as many of us were at home doing our part to slow the spread of the virus, that many began to discuss what the schools we abruptly left would look like if and when we returned. We saw the eventual reopening of school buildings as an opportunity to be architects for the schools Arizona students deserve. We began this journey committed to lift up the needs of our most vulnerable students; those living on tribal lands, in remote/rural areas, in areas of deep poverty, and our students of color. It is through the growth of our most vulnerable students that we are all ensured growth, and it is through their eyes we will continue to advocate.

The taskforce strove to be visionary, to not be confined by institutional barriers that have for so long left our students and educators behind. Educators are well aware that the funding needed for Arizona schools has not been a priority of those currently in power. However, Arizona educators have learned that it is by collective voice and action that change can happen. We felt the power of the #RedForEd movement, when parents and community members learned of the daily impact of underfunded schools, and joined with us to demand change. We see this work as a continuation of the movement, one rooted in the voices of educators with a common goal of great public schools for every Arizona student.

It is in that collective voice that this report repeatedly insists that educators and parents are included in discussions when districts begin to plan how to reopen our schools. Furthermore, this report demands the educators and parents have authentic input in these plans, not as a check-off, but as valued partners..

As plans to reopen schools are being discussed it is essential that we make decisions based in science and safety. Educators and students must be assured that when returning to school, that they will be safe, that schools at a bare minimum follow all CDC guidelines. Until a campus, a worksite, or a classroom can assure educators, students, and parents that they will be safe, it is too great a risk for anyone to enter a school facility.

This report and its call for action summarize the initial work of the task force. We will continue to meet as new ideas and data present themselves, and we intend to broaden our discussion to include the voice and perspective of parents.

The Arizona Education Association is proud to release these documents and will continue to support our local education associations and our members as we continue through these unprecedented times.



Advocacy

The Arizona Education Association convened the Taskforce for a New Vision for Arizona Schools which consisted of over one hundred member educators from across the state. The first assigned task was to assess what our schools currently need to confront the risks associated with the COVID-19 virus. What follows is an initial list of conclusions outlined by those educators.

1. It is the unwavering belief of the Arizona Education Association that all decisions regarding the opening of schools are based in science, align with CDC guidelines, and are deeply rooted in a commitment to community health and safety.
2. As the organized and recognized voice of educators, locally elected education association leaders must be part of the decision-making process alongside district and site-level administration as plans for the 2020-2021 school year are developed.
3. It is imperative that all options remain on the table as districts plan for the 2020-2021 school year. At a minimum discussions should include delayed start dates, hybrid models of instruction, and distance learning.
4. The Arizona Legislature must immediately convene in special session to ensure schools receive appropriate funding to meet the increased costs districts will encounter in providing safe and healthy learning environments for Arizona students. Funding must adequately cover the training needed to ensure quality distance learning and the staffing levels required to support social distancing. Funding must be sufficient to provide students and staff the Personal Protective Equipment, cleaning supplies, and all safety supplies needed for instruction.
5. It is critical that all educators are given contract protections ensuring that if they become ill, have preexisting conditions, have concerns regarding workplace safety, or are otherwise unable to work they will not be severed from employment or the health benefits due them.
6. Our students' mental health and their social and emotional well-being must be a priority focus. The sustained stress and trauma that our communities continue to endure requires our attention and must be addressed in school plans for the 2020-2021 year.
7. The ongoing disruption created by the COVID-19 pandemic renders high-stakes, standardized test scores unreliable. Arizona must suspend statewide standardized testing and reallocate that funding to student and staff supports and to explore alternative means of assessing the accomplishments of our students and schools.
8. Federal and state funding for public schools must be invested in an equitable manner to meet the unique challenges our Native students, our rural students, our students of color, and the students living in underserved areas face.
9. The Arizona Education Association believes that all school plans must continue to prioritize our students who require specialized/individualized instructional supports (e.g. special education, gifted, second language learners).
10. Any school plan which includes distance learning necessitates that districts provide educators and students access to stable and reliable internet, up to date technology, and training to support educational growth.

Explanation of Work

The Arizona Education Association Board of directors approved a AEA Vision for new schools on April 25th, 2020. The directors approved the makeup of the task force, gave considerations, and issued charges, for work to be completed by May 31. The work was completed with AEA staff support and the input of over 150 educators from throughout the state. Working group members represented both large and small districts, they were diverse in level of elected union leadership, and represented all types of diversity that are within Arizona schools.

The AEA Board of Directors approved the following:

Task Force Chair: Marisol Garcia

Task Force Members: Margaret Chaney, Vanessa Jimenez, Kelley Fisher, Melissa Girmscheid, Leah Knable, Ana Cicero, Amethyst Hilton-Sainz, Amy Bowser

Staff Liaison: Jennifer Loreda, AEA Field Manager

Develop and recommend to the AEA Board of Directors a vision for what direction Arizona public schools should take as we transition our students and staff back into our school buildings.

Among other considerations the TF will include recommendations that:

- keep central the health, safety, and physical and mental well-being of our students, our school staff, and the communities we serve;
- immediately address the structural inequities and systemic failures that rose to the surface during our time away from schools;
- create space for strong community engagement to partner in the succeeding work;
- divert from a focus on standardized testing and toward an emphasis of our schools as centers of creativity and critical thinking; and
- inclusion of the principles of social-emotional learning and trauma-informed classrooms in presenting safes campuses and educational opportunities for our students.

Charges

1. Use existing data and member stories to identify equity issues and systemic failures and other opportunities to remove barriers to a quality education.
2. Develop guidance for Arizona schools to move into a post-COVID 19 reality, ensuring optimal learning environments, healthy and safe students and staff, and build in institutional support for all members of the school community.
3. Develop specific expectations and best practices to be included in Closure Action Plans in the event school facilities are ordered closed by local or state declarations.

The working groups will first review/acknowledge the issues and responses to the 2020 Covid Closures and will set forward goals and vision for union advocacy moving forward.

Working Groups, Chairs, Staff Liaisons

Distance Learning/Professional Development

Kelley Fisher, Deer Valley EA

Staff: Nell Pederson, Sarah Prindle

Technology

Melissa Girmscheid, Peoria EA

Staff: Liz Leivas

Mental Health

Anna Cicero, AEA-Retired

Staff: Francis Stennis

Education Support Professionals

Vanessa Jimenez, Phoenix Union CEA

Staff: Rony Assali

Contract / Worker Protection

Leah Knable, Paradise Valley EA

Staff: Matt Kruse, Lori Ortega

Specialized Populations (SEI, SpEd)

Amethyst Hilton Sainz, Mesa EA

Staff: Jeff Lang

Rural

Amy Bowser, HEA

Staff: Matt Nichols, Paula Arnquist

Equity

Margaret Chaney, Tucson EA

Staff: Quinn Chesir

Learner Success

Marisol Garcia, Isaac EA

Staff: Art Mendoza, Leah Koistinen

Native American Concerns Communities

Staff: Greg McQuade

Working Groups Vision Statements

Each working group, unencumbered by “what is,” provided a vision statement related to “what should be” if Arizona is to address the present significant challenges in keeping the promise of quality public education for all its students, families and communities.

These vision statements set the foundation for recommended policies and related practices that achieve that goal.

Native American Communities

It is documented that the first peoples of our land have been most impacted by the Covid-19 virus than any other community. It should be the first priority of all policy makers and organizations within the state and the US to ensure that the families living and working within the Native American (Native) communities receive the tools needed to progress and thrive.

Specifically, all native students and families need to have access to broadband internet, appropriate technology and community training to support the use of these to ensure quality educational experiences.

Rural Issues

Our state’s culture is kept alive in rural areas. We may not be the greatest in population, but we are in land mass. Our schools educate a large geographic area that serves a large amount of diverse students who have diverse needs.

The needs of students in rural areas are different from students in urban and suburban areas. Our families are farther away from services that can be found in the Phoenix Metro and Tucson areas. The equity gap has increased tremendously. Students without technology, internet and parental support are not properly supported to continue their learning online. Some of our districts in very rural areas have several migrant students most of whom can barely afford to buy food, let alone internet or devices.

Our rural community schools are more similar together than we are with the larger urban areas of our state. Lack of funding for technology and infrastructure have widened the digital divide for our schools in rural AZ.

Specialized Populations*

Public schools in Arizona provide a safe and equitable educational environment that ensures growth, learning and well-being for all students. Funding and policy provide strong protections and support for collaboration among public leaders, educators, parents and the community to empower critical and creative learners. To this end, it is crucial that school districts receive sufficient staffing, resources and guidance from the state and federal level.

**The term “specialized populations” includes English learners, students with disabilities, students identified as gifted and talented, students in Montessori programs, students in specialized alternative education programs, students participating in joint technical districts, and other student groups identified and grouped by learning needs or programmatic approach.*

Equity

We seek resolution to the structural and systemic inequities between schools and districts within the state of AZ as became evident during the 2020 COVID shutdown.

Districts have long been aware of the disparities for students from lower SES backgrounds and those of minoritized students. A wide range of disparities was identified including the immediate lack of basic needs, such as food and shelter, as well as access to technology and the skill sets and support needed to successfully engage with online curriculum. The Equity subcommittee asserts that in order to meet the needs of our state’s future, every student must have access and support without the distraction of over- prescribed standardized testing.

Technology

Arizona will be a state with equitable access to technological hardware and infrastructure for all K-12 students and educators.

Education Support Professionals

Create an atmosphere for every district where ESPs are treated as valued employees by ensuring their voices are included in the decision making process and their safety and well-being is a priority in all decisions made for reopening schools.

Learner Success

Assessing student academic growth via mandated standardized, multiple choice tests is antiquated and a disservice to our students and their families. It is our firm belief that student-centered, formative assessments including portfolios of student academic products assess student academic development and guide instruction.

Distance Learning and Professional Development

Educators should play an integral role in all aspects of the planning and preparation process as public schools evolve from “crisis instruction” to distance learning. Educator voice is imperative as decisions are being made in the areas of professional development and trainings, support for all stakeholders within the education system, and collaboratively creating a roadmap for synchronous and asynchronous learning.

Contract Concerns and Worker Protections

All of the following are important for Arizona Schools to consider and plan for:

- Safety issues both educators and staff
- Sick leave/Pay
- Communication
- Evaluations
- Site plans
- Workload

Mental health

Arizona educators support students and staff by delivering support systems that address the social emotional and mental health needs so students are ready to learn, educators are ready to teach, and staff is ready to adequately perform.

AEA Vision for New Arizona Schools Policy Recommendations

These policy recommendations are a compilation of work completed in all ten working groups. Many of the recommendations were noted in several of the completed reports. The policy recommendations are broken down into five areas of focus: state funding requests, state education policies, local policy (LEA) recommendations, opportunities for local union and community organizing, as well as national advocacy points. Please refer to full task force reports for additional information (see attachments)

State Funding Requests

Staffing

1. Funding for appropriate class size reductions, hiring of more certified and classified positions, to ensure CDC guidelines regarding social distancing is accomplished.
2. Funding for every student regardless of in person instruction (Suspension of 100 day funding allocations/backpack funding).
3. Funding for increased educational support staff positions to ensure safety of schools is achieved (eg: janitorial staff, cafeteria staff, bus drivers, paraprofessional staff, health aides, front office staff)
4. Funding for 'hazard pay' for frontline employees that will have increased exposure to the public; ie: cafeteria, front office, security, technology employees.
5. Unemployment eligibility for 9-10 month education support professionals that have lost the opportunities to be employed throughout the summer.
6. Funding for the hiring of at least one school counselor, social worker, psychologist, psychiatrist at every school with the ability to ensure the appropriate affordable medical follow-up as needed is available.

Safety Measures

1. Funding for student and staff health screening in accordance to CDC guidelines.
2. Funding for Personal Protective Equipment for all school employees and students included but not limited to face coverings, gloves, cleaning supplies, personal hygiene facilities.
3. Funding for safety training regarding CDC recommendations and protocol.
4. Funding for school facilities to ensure larger classrooms and work areas to ensure social distancing.

Technology

1. Establishment of 1:1 computer access for all Arizona K-12 students
2. Investment in broadband access for all students and employees.
3. Institute state-level capital funding to purchase hardware and improve infrastructure.
4. Funding to provide all staff for whom technology is needed to perform job tasks with laptops for school/home use.
5. Priority of resources should have a specific focus on Native American students, rural students, and students living in underserved communities.

Professional Development

1. Funding for essential professional development including but not limited to:
 - Distance learning classroom management
 - Student responsibility, assessment, and engagement
 - Technology support that is readily available to educators, students, and families
 - Addressing specialized instruction and interventions for exceptional populations
 - Social emotional well-being for all students, educators, and families
 - Best practices and models for instruction including teaching new material in an online environment
 - Trauma-informed instruction
 - Optimal pacing for asynchronous and synchronous learning
 - Relationship building when interfacing with students online

Additional School Resources:

1. Funding for the purchase of culturally appropriate curriculum to connect students to authentic learning that includes authors, historical figures, and stories that reflect their culture.
2. Funding for instructional tools for specialized populations per IEP requirements.
3. Supplies for distance learning, specifically tangible manipulatives to engage students academic needs.
4. Funding for purchase of printed curriculum, including textbooks, novels, and workbooks for students who do not have stable internet accessibility.

Community Supports

1. Funding for creation of or support of current Community School programs (<http://www.nea.org/communityschools>).
2. Funding for childcare needs for educators whose schedules are in conflict with their own children's school schedules.
3. Funding for community wide education on the use of educational technology for distance learning.
4. Funding for instruction via alternative means, e.g. Teacher TV, PBS platforms.

State Education Policies

1. Two year state moratorium on statewide standardized testing; AZM2, AIMS and district benchmark testing should be suspended as a requirement during times of emergency and school disruption.
2. Repeal of any funding tied to standardized testing specifically Results Based Funding.
3. Repeal of the AZ State school A-F ranking system as currently written with a focus on statewide assessments. A more accurate system for identifying schools they are in need based on authentic assessments that gauge student growth.
4. Repeal of any pay for performance evaluation pay based off of students standardized test scores.
5. Reallocation of all state funds attached to standardized scores be used to address the inequitable funding of schools.
6. Legislation that ensures Emergency District Plans are required to plan for future emergency school closures.

7. Legislation that assures that all LEA plans to reopen schools include a majority of educator and parent voices.
8. Legislation to ensure that educator workload and hours are protected to ensure that students receive high quality instruction.
9. Ensuring that there is contract flexibility for educators that want alternative work placement or may need to be released from their contracts to find employment that meets their or their family needs.
10. Evolving guidance for IDEA compliance for specialized populations, moving forward.
11. Flexibility within current English Learner Laws to provide instruction to students in their home language.
12. McKinney-Vento students must have specific follow-up care to ensure their basic needs are met to ensure that learning can begin to take place.

District (LEA) Policies

1. Ensure educators, parents, and students are incorporated in plans for schedules, safety precautions, instruction, and assessment.
2. To ensure student learning and growth, the assessment of students should mainly take place within the context of instruction, measured by formative and summative assessments designed or chosen by the classroom teacher.
3. Safe procedures must be developed to continue evaluating students to identify their status in specialized populations. This is the only valid and necessary use of standardized testing during times of emergency.
4. Students must not be expected to learn adequately without needed specialized services. Therefore, schools should not be evaluated based on student progress on standardized testing when learning is significantly disrupted by emergencies.
5. Districts should prioritize and fund employees or programs that will connect the resources within a community as they relate to the student. Districts should strive to identify where the community has those resources and direct parents, guardians, and students to them.

Opportunities for Local Union and Community Organizing

Organizing and Advocacy

- Local associations should use the meet and confer process to make emergency plans and ensure educator voice during times of emergency.
- Local association leaders should make an effort to include representation by teachers of all specialized populations as emergency plans are made.
- Local leaders should organize around the issues to engage new members and build a stronger voice for the local.
- Locals should utilize resources provided to them by the NEA and AEA. Resources such as *www.aeapd.works* can serve both as an organizing tool for locals as well as a resource to school districts in need of professional development for its staff.
- Locals should be intentional in placing their leaders on all committees serving as stakeholders who make decisions that affect student learning conditions and staff working conditions.
- Locals should advocate for stronger workers' rights such as just-cause protection and the right to union representation in disciplinary meetings.
- Student Access to Technology, Curriculum and Services

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- If any amount of remote learning will be required of students, students must be provided with appropriate technology, software, and high speed internet.
- It is highly suggested that all students be supplied with a headset and a microphone.
- Educators should work collaboratively to develop and deliver direct instruction to students at all levels about how to use technology to learn.
- If remote learning or a hybridized plan is adopted in public schools, the principles of planning, instruction, and assessment still hold true. Teachers are experts in this process and must be the ones to determine what work goes home to students. This is especially crucial for students in specialized populations. Differentiation, individualization, and personalization are incredibly important for these students to thrive.
- If younger children or children who cannot read are required to engage in online learning, teachers should receive professional development in creating a visual online learning environment to help students navigate material and engage in learning.
- In order to provide a more collaborative environment for students, educators need professional development to ensure that they are able to leverage technology to design learning experiences using collaboration and cooperative learning.
- During remote learning, students should be provided with paper, pencils, scissors, glue, a ruler, and a folder (or another agreed upon list of basic supplies), since not all learning is digital.
- Students should be provided with any specific instructional materials necessary to their specialized needs or program.
- Student access to arts, physical education, and CTE coursework should not be eliminated in favor of an extremely narrow curricular focus (i.e. exclusive focus on reading, writing and math). For many students in specialized populations, these courses provide an essential part of their education and a forum in which students can excel.
- Districts or schools should provide real-time technology support for students who are engaged in remote learning and their families (a student/parent help line), including multilingual staff.
- Districts should create safety protocols that provide for the possibility of in-person instruction or services on a limited basis, even if a district is practicing remote learning.
- Districts should clearly outline expectations to families about grading practices.
- ESP's may be identified and trained for instructional support for the students working at home or independently within a hybrid model.

Family Communication and Partnerships

- Districts and schools should coordinate and streamline family communication to avoid overload. For example: Schools send a weekly electronic newsletter home to families, and in the newsletter each teacher or team links to their weekly assignments or bulletin. Parents establish how they would like to receive this newsletter, via email or text. Districts could purchase institutional subscriptions to messaging services so that all educators could send text messages from the same service.
- Districts need to provide a comprehensive set of translation options.
- Districts and schools should survey families about technology needs. Surveys must have a way for families to access and respond non-digitally. These surveys should happen as soon as possible and should be part of the intake of any new students.
- Districts should provide training for remote learning to families, including how to balance the student educational learning schedules with family commitments.

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- Districts should make use of space on campus to accommodate students who need a safe place for independent study using social distancing and safety protocols.
- Safety protocols must be developed to allow for home visits or in-person interactions with students and families of students in specialized populations.
- Resources are necessary for non-digital communication with families (e.g. mileage allowances for home visits, postage and copy services for mailings, space and staffing for in-person meetings on campus, utilizing safety precautions).
- Education Support Professionals should be thought of as valued partners with teachers to enhance family communication.
- If educator work duties are amended to support communication with families and students, the following may be necessary: translation services, phone services able to be used from home, postage, envelopes, copy paper and copiers, ink for home printer (or reimbursement/stipend), mileage for home deliveries of materials, use of school transportation to distribute materials or supplies.
- Districts should provide a list of community resources available to support families with social and emotional needs.
- School-community partnerships should be established to meet emerging needs throughout the year including partnerships with organizations that help families access essential services such as food, medical care, immigrant or refugee services.

Student and Teacher Social and Emotional Impact

- Digital and non-digital resources for social and emotional learning should be provided for students.
- Students should have direct access to school counselors, social workers, and mental health professionals.
- Student to school counselor, social worker, and mental health professional ratios must be manageable throughout the school year.
- All educators must have ready access to resources for their own social and emotional well-being during times of emergency.
- During remote learning, educators should be supported in shifting their contracted hours around so that they have time to contact families or students in the evening if necessary, or have time to deal with family needs.

Standardized Testing and Student Evaluation

- Schools should emphasize the need for valid formative and summative assessments in the context of instruction as opposed to emphasizing preparation for standardized testing.
- Procedures should be established to safely continue the evaluation process for students who potentially need language acquisition, special education, gifted and talented, or alternative placement services. Students identified for evaluation can receive compensatory services based on known needs if time frames for compliance cannot be met. Evaluations must be done in person; these have legal deadlines that can not be met due to the remote learning. The testing needs to be done in person because it requires writing samples and reading aloud.
- District benchmark testing should be suspended during times of emergency.
- All programs to “create a testing culture” around standardized testing should be suspended during times of emergency in favor of using time and resources to more directly support students.

Educator & Student Safety Upon Return to Campus

- Districts should work with local associations to develop safety guidelines and protocols for staff and students.
- Employees who do not feel safe returning to the classroom should be provided an alternate assignment or released from contract without penalty.
- Adequate cleaning supplies and personal protective equipment according to agreed-upon guidelines should be provided in all classrooms.
- Special education teachers or other teachers of specialized populations should form a committee to work with administrators to develop the least restrictive PPE that meets agreed-upon guidelines.
- Schools need adequate staffing and supplies to provide custodial services throughout the day to assist in the ongoing disinfection of surfaces throughout the school.

Educator Working Conditions

- The time necessary to properly train parents during remote learning must be considered when setting up caseload expectations for special education teachers and some other specialized areas.
- All educators should be provided with a working laptop, a docking station or extra monitor, headset with microphone, high-speed internet (or a stipend to subsidize use of home network), and phone service using a non-personal number.
- Districts should review student to teacher communication policies to ensure safe and manageable systems are available to maintain professional communication.
- Districts will work with local associations to determine appropriate student caseloads or additional staffing needs during times of emergency.
- It is the task force belief that all district should begin discussions to implement the NEA's recommended Special Education Workload Analysis Model. This model, detailed in an NEA backgrounder report (https://www.nea.org/assets/docs/19178_NBI27_Backgrounder_v2.pdf), notes that workload data should take into consideration the direct and indirect services and supports provided by special education professionals through specially designed instruction, not just number of students assigned to a teacher.
- Currently in Arizona there is no class size recommendations and districts vary in its own implementation of how educators are scheduled. Below are suggested class size for special education teachers from the members of the committee IF the workforce analysis model has not yet been considered.

Guidelines for Class Size

SLP/OT/PT

- 40-45 Students (Direct Service)
- 25-30 Students (Teletherapy)

SLPA/COTA

- 50-55 Students (Direct Service)
- 35-40 Students (Teletherapy)

Inclusion/Resource

- Max - 25-30
 - A: 15-20 Students
 - B: 5-10 Students

Self Contained (Student:Teacher Ratio)

- Mild/Mod: 8-12 Students (3:1 or 4:1)
- Autism: 6-8 Students (2:1)
- Emotional: 6-8 Students (3:1)
- Preschool: 12-24 Students (2:1)
(Half Day Programs)
- Medically Fragile: 4-6 students (2:1)

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- Districts should offer training and professional development to support safety protocols, remote learning or use of hybrid models (technology and pedagogy), family communication and engagement, social and emotional support of students.
- Utilize federal and state guidance regarding compliance with laws and rules related to specialized populations (special education, English language acquisition, etc.)
- Trained and skilled teachers should not work outside their field, or use “additional duties as assigned” or similar contract language to accommodate for lack of funding, hiring or training for staffing needs.
- Local unions should work collectively to develop appropriate guidelines for re-assignment or re-training during times of emergency, as well as “hazard pay” for risky assignments.
- Include specialists (teachers of specialized populations, elective teachers, etc.) on instructional teams or as partners in planning and delivering instruction.
- Leverage the expertise of coaches, mentors, and instructional specialist to support the implementation of instructional opportunities.
- Platforms should be established for educators to share best practices related to remote and hybrid learning models.

National Advocacy Points

- Direct educator input in the use of Coronavirus Aid, Relief, and Economic Security (CARES) Act - H.R. 748, funding.
- Actively organize for the support of the federal legislation known as the HEROES act (or future similar proposals) that specifically allocate the needed funding for tribal communities.
- Advocate for NEA to pursue a lawsuit on behalf of workers and students based upon the Equal Opportunities Act of 1974 in the event that there are complaints of inequities by local associations.
- Advocate for Broadband for All Act

Conclusion

Please keep in mind this report is and will continue to be a fluid document. The task force work was completed during the month of May, in the midst of the pandemic impacts on our state. As health data and safety guidelines are updated the association and its members will continue to amend and revise as needed.

AEA Resources

Coronavirus (COVID-19) Updates

<http://www.arizonaaea.org/coronavirus>

Online Resources for Distance Learning & Teaching

aeapd.works

NEA Resources

Educating Through a Crisis

<https://educatingthroughcrisis.org/>

All Hands On Deck: Initial Guidance Regarding Reopening School Buildings

Voices of leaders for Just School: Education Justice though and beyond the Covid-19 pandemic

ADE Resources

Roadmap to Reopening Schools

https://www.azed.gov/communications/files/2020/03/FINAL-DRAFT-AZ-Roadmap-for-Reopening-Schools_6_1_20-1.pdf

Distance Learning Guidance

https://www.azed.gov/communications/files/2020/03/AZ-Emergency-Distance-Learning-Guidance_FINAL-Draft_5_29.20.pdf

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