



RESOLUTIONS

2025-2026

(Last Amended on May 10, 2025)



*Keeping the Promise **of**
Quality Public Education*

AEA'S MISSION

Quality Public Education for All

Fairness, Equity, and Respect for All

Teaching as an Esteemed Profession

**Education Support Professionals
as Valued Partner**

Learning as a Community Commitment

A. Quality Public Education for All

1. Education of the Student

The AEA affirms its commitment to excellence in education in order to maximize educational opportunity for all children. The AEA supports efforts to diminish any and all barriers that impede access to quality education in rural and urban public schools. These include, but are not limited to, barriers of age, race, ethnicity, language, religion, nationality, learning ability, gender and gender identity, sexual orientation, and economic disadvantage. (21)

2. End to Genocide

The AEA advocates for an end to all genocide and genocidal activity and calls for academic and governmental bodies to protect human rights through divestment from all entities that provide resources, financial and otherwise, for support or profit from these atrocities. (24)

3. Human Rights and Civil Rights

The AEA supports the preservation, enhancement, and promotion of public education in order to ensure quality education and the protection of human and civil rights. (17)

The Arizona Education Association recognizes healthcare as a human right. (19)

4. At-Risk Students

The AEA supports the identification of at-risk students and further development of programs to meet their special needs. (17)

5. Language Diversity

The AEA recognizes that Arizona is a multilingual/multicultural state. The AEA believes that these factors provide us with a rich and diverse cultural environment. (01)

The AEA believes that bilingualism of our students enriches our state and provides additional opportunities for our students. (15)

The AEA recognizes that Arizona has a large population of English Language Learners (ELL) and students whose primary language is other than English. (01)

The AEA promotes second-language instruction for all Arizona students beginning in the primary grades and opposes the establishment of English as the official language of Arizona. (15)

6. Language Acquisition

The AEA believes that all students deserve equal access to an education and that opportunity must not be limited by a student's fluency in speaking a primary language other than English. The AEA believes programs that effectively promote English

language acquisition to effect fluency in speaking, reading, and writing English are vital to providing an equal opportunity to learn.

a. Guiding Principles

The AEA believes that the following principles are critical to the success of any language acquisition program.

- i. All students deserve an equal opportunity to learn.
- ii. Early exposure to a second language increases students' opportunity for success.
- iii. All stakeholders, including local associations, must be involved in the program development and implementation.
- iv. Accepted research in education must guide program development.
- v. Programs must integrate English and non-English speakers whenever possible to avoid the inherent discriminatory results of complete segregation. (17)
- vi. Programs must offer necessary English language instruction at the appropriate instructional level for the English language learners.
- vii. English language learners must receive content and English language instruction from teachers with an ESL, bilingual, or appropriate standards-based endorsement adopted by the State Board of Education.
- viii. Sufficient and equitable resources must be provided to schools and districts to implement the program successfully. (21)
- xi. Schools and districts are responsible for fully informing families of their rights to consent or waive program placement and to assist them in the waiver process.
- x. Schools and districts have the responsibility to accept or explain their rejection of a waiver request.
- xi. Districts have the responsibility to provide funding support for teachers pursuing necessary endorsements. (02)
- xiii. AEA believes that language acquisition programs that adhere to the above principles will offer English Language Learners the opportunities for maximum success. (17)

b. Bilingual Education

The AEA recognizes that bilingual education provides English Language Learners (ELL) and students whose primary language is other than

English with a proven opportunity to obtain equal access to the curriculum. The AEA supports and encourages the use of bilingual education when appropriate to meet the language needs of Arizona's students and to provide them with equal access to the curriculum. (02)

7. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants (17)

The Arizona Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education in an environment free from harassment including safe passage to and from school. Further, schools should provide safe and stable learning environments for all students regardless of their immigration status.

AEA encourages all schools to be recognized as safe zones for their students. A safe zone means that every school is a place for students to learn and thrive free from fear of immigration status. Additionally, it is a place for stakeholders to seek assistance, information, and support related to any immigration law enforcement agency interfering with the learning experience of students.

The Association also believes neither educational systems nor their employees are responsible for the determination and enforcement of legal residency status. Thus, the Association opposes immigration and customs enforcement operations on school property.

The Association further believes that all parents should have access to services provided by the school system regardless of immigration status. The Association supports access to higher education for undocumented students and access to financial aid and in-state tuition to state colleges and university in the states where they reside.

8. Open Enrollment / Parental Choice

The AEA believes that any open enrollment/parental choice program must not result in de facto resegregation. (10)

The AEA further believes that open enrollment cannot be in and of itself the vehicle for any improvement program unless it provides a variety of experiences and opportunities for every student that will result in improved quality education and student achievement, strengthened collaborative local control and public accountability over schools, and improve racial, ethnic and socio-economic balances in the public schools. (10)

9. Extracurricular Activities

The AEA supports participation in student activities

including extracurricular activities which help in the development of students' attitudes, skills, and appreciation of diversity. The AEA urges establishment of academic support programs which will help students meet academic standards. (00)

The AEA supports the formation of Future Teacher Clubs and the recruitment of highly qualified students into these clubs and the teaching profession. (91)

10. Freedom of Student Press

The AEA believes that freedom of the press is basic to the preservation of a democratic society. We place a high priority on supporting and teaching objectivity in reporting.

The AEA further believes that public school officials should not unnecessarily limit freedom of the press. (17)

11. Technology in the Educational Process

The AEA recognizes the advancement and application of instructional technology, telecommunications technology, and other high-technology devices and materials that provide new opportunities for developing skills, furthering research, and expanding knowledge in our society. (08)

a. General Technology

Technology increases the opportunity to reduce educational inequities within and among schools and school districts. The AEA believes that local associations should support efforts to use technology to improve the quality of instruction in local schools, to enhance the working conditions of their members, and to protect members' rights. The AEA further believes that technology should be used to enhance the roles and instructional opportunities of education employees. Effective use of technology, including distance learning, requires a licensed teacher in every classroom. Instructional technology should be used to support instruction.

The AEA encourages federal funding of school technology programs, with increased funding from state and local government sources and public/private partnership funding to stimulate and support the purchase and proper use of emerging technologies. (08)

The AEA believes maintenance, technical support, training, evaluation, and staffing must also be fully funded and readily accessible. (08)

b. Technology Device & Internet Access

The AEA believes the priority of technology device resources should have a specific focus on Native American students, rural students, and students

living in underserved communities. (21)

The AEA believes that all students should have equal access to high-speed, seamless classroom, and library/media center Internet service. (10)

The AEA also believes that education employees are essential to the development of an acceptable-use policy (AUP) and to the appropriate use of the Internet.

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

The AEA believes that Internet access and activities should be age appropriate, monitored, and should foster critical use. Any documentation material produced as a result of Internet access should be properly cited and comply with copyright laws. (01)

AEA believes in the development of social networking tools compliant with district acceptable-use policies. This will allow for student communication, collaboration, and activism, advancing the pursuit of positive, student-initiated community change. (09)

12. Robust Recruitment and Retention of Quality Educators

- a) The AEA acknowledges that fully staffed schools are required for student physical, emotional, and academic success and safety. In order to keep schools fully staffed, districts should create and maintain robust recruitment and retention programs for qualified professionals in all areas, with special attention to hard-to-fill positions. (22)
- b) The AEA acknowledges that in a time of crisis, it is even more difficult to keep schools fully staffed. Therefore, priority should be given to providing and maintaining supports and incentives that keep quality professionals in schools. (22)
- c) The AEA advocates for shared financial responsibility of recruitment and retention programs among all appropriate government and district stakeholders in order to ensure fully staffed schools. (22)

13. Auxiliary School Employees

The AEA advocates the employment of the following positions in schools in addition to the traditional school employees. (91)

a. Social Workers

The AEA advocates the employment and use of full-time licensed school social workers to help

students to resolve a wide range of social and personal problems which interfere with learning and instruction. (12)

b. Professional School Counselors

The AEA advocates the employment of at least 1 (one) full-time professional school counselor per 300 students at each site. Professional school counselors will provide a comprehensive program of education and support in the academic, social-emotional, and career domains.

AEA believes that all professional school counselors should be appropriately certified and have completed a Counseling Masters program. (17)

c. Librarians/Media Specialists

The AEA supports legislation funding that will enable school districts to have a full-time certified school library media specialist at each school and to have the resources necessary to implement the guidelines for school library media programs as developed by the professional library/media organizations. (12)

d. Nurses and Health Professionals

The AEA advocates the employment of certified school nurses and certified nurse assistants. The AEA further believes that licensed certificated nurses, because of their nursing knowledge, academic preparation, and professional skills, can develop and maintain a total health care program within the school environment. (17)

The AEA believes that providing quality health related services insures the health and well-being of each child. A professionally staffed school health department will enhance the educational process by removing this responsibility from teachers and other staff members and creating a supportive and orderly school environment. (17)

The AEA advocates that to maintain these standards, the ratio for school nurse staffing should be

1:750	in general school populations,
1:225	in mainstreamed populations, and
2:100	in severely/profoundly handicapped populations. (95)

e. Psychologists

The AEA believes that each school district should employ a credentialed psychologist to deal with students requiring special services. These psychologists should be available to educational staff for individual and group consultations. (12)

f. Therapists

The AEA endorses the employment of licensed

speech-language, occupational, and physical therapists. These professionals improve children's skills and support special and general educators. (12)

14. Discipline

The AEA believes that all students have a right to an orderly learning environment.

The AEA believes that effective discipline and its implementation by all school authorities is essential in promoting optimum learning. Effective discipline enhances high expectations and quality instruction, thereby promoting self-control and responsible behavior in students. School district governing boards in conjunction with local affiliates should develop policies and standards that provide the necessary administrative support to school employees for the maintenance of a positive school environment. Once policies and standards are in place, guidelines for effective disciplinary techniques should be developed. This entire process should have the involvement of administrators, teachers, educational support professionals, parents, and students. (01)

15. Student and Staff Health and Well-Being

The AEA believes that a comprehensive approach to student and education employee safety is paramount to a quality education. This should include physical, social, and emotional safety, in addition to safe site and building facilities. Appropriate agencies must use their authority to ensure such conditions. (22)

The AEA believes that measures shall be taken to preserve student and education employee safety, and that any such measures should be rooted in research-based strategy and science. (22)

16. Safe Schools

The AEA believes that students and education employees must be safe from violence, including hate crimes. Appropriate agencies must use their authority to prevent school-related violence. (17)

The AEA further believes students who commit acts of violence, hate crimes, or who bring weapons to school should receive an alternative education with appropriate counseling in a setting that protects other students and school employees from acts of violence. (01)

The AEA believes that districts should create safety plans and that the legislature should provide appropriate funding to support those safety plans, including funding school resource officers. (14)

The AEA believes that school resource officers should work with all students to build rapport and trust, teach classes on conflict resolution, drug use, crime prevention, and support efforts to prevent the school

to prison pipeline. The use of school resource officers in any school should come from a site or district wide stakeholder decision process, including voices of students, educators, and community members. (21)

17. Weapons

The AEA believes that firearms and other items used as weapons represent an extreme danger in a school setting. The AEA believes that no education employees, other than certified law enforcement officers, should be required to carry firearms on school grounds. (15)

18. Gang-Related Activity

The AEA believes that the education community has a critical role in reducing gang-related activity. The AEA supports education programs that promote academic success—such as post-secondary education, dropout prevention/ intervention, before- and after-school programs, and job training—particularly for at-risk students in areas where there is a high degree of gang-related activity. (04)

The AEA further believes that it is the role of federal, state, and local governments to provide the necessary resources for the development and implementation of education and youth employment programs in helping to reduce gang-related activity. (01)

19. Physical/Sexual Assault Disclosure

The AEA believes that institutions of learning should truthfully disclose the number of physical/sexual assaults occurring on their campuses. (01)

20. Crisis Plan

The AEA believes that a crisis plan must be developed and updated where applicable at district and individual site levels by a committee made up of relevant stakeholders to address all manner of crises that may affect the school site. This crisis plan must be appropriately shared so that all stakeholders know the plan and what to do in case of an immediate or long-term emergency. This crisis plan must be provided to appropriate agencies which might be called upon in a crisis situation. (21)

21. Academic Standards

The AEA believes in rigorous academic standards that describe clear expectations for what students should know and be able to achieve. The AEA believes the state and local affiliates and other educational stakeholders should participate in the planning, development, implementation, review, and refinement of these standards.

The AEA further believes:

- a. Curriculum and assessment should be aligned to the required academic standards;
- b. Standards should be implemented in a manner

that allows educators to adapt their practice and work collaboratively to maximize student achievement;

- c. Education employees should be afforded contract time and/or additional compensation to collaborate regularly with colleagues to analyze student work and data informing instructional practice;
- d. Appropriate attention should be given to each students' progress toward attaining the standards and to his/her needs and developmental level;
- e. On-going professional development should be provided for all education employees to effectively implement standards; and
- f. Full funding and resources should be provided for the implementation of standards. (15)

22. School Programs

The AEA advocates and supports the development of the following programs in schools. (91)

a. Adult Education

The AEA supports programs that develop literacy skills for all members of society. The AEA supports lifelong learning for adults through public school and post-secondary institutions. The AEA supports the concept of tax-supported post-secondary education that responds to citizen interests and demand with non-college-transfer courses related to current and evolving interests that are reflective of the changing ideas of personal development and occupational growth in today's world. (89)

b. Diversity/Multicultural Opportunity

The AEA advocates the development of locally controlled diversity, multicultural, ethnic, and gender studies programs; and the use of curricula that recount accurately the contributions of all groups to the development of the United States. (08)

c. Elimination of Stereotyping

The AEA advocates the use of instructional materials that eliminate all stereotypes and portray various career and personal roles as acceptable and attainable for all individuals. The AEA urges local associations to monitor the elimination of bias against gender, race, sexual orientation, and creed from textbooks and other curricular materials. (11)

d. Gifted, Talented, and Creative Students

The AEA believes there must be increased development of fully funded educational programs for gifted, talented, and creative

students. The AEA recognizes its responsibility to aid educators in selecting reliable methods of identifying and teaching these students. The AEA also believes that training programs in gifted and talented education must be provided for all educators. The AEA encourages such programs and methods to ensure that these special-need areas are met. (00)

e. Integration of Students with Disabilities

The AEA believes that integrating students with disabilities may be beneficial to all students. The AEA supports a free, appropriate public education for all students with disabilities in the least restrictive environment, which is determined by maximum teacher involvement and includes a full continuum of services. To successfully achieve integration of students with disabilities, the AEA believes that the following must occur:

- i. Communications need to be maintained among all Individualized Educational Plan (IEP) team members on an ongoing basis to monitor the needs of all students involved. Classroom teachers will have scheduled access to resource personnel in addition to their regular planning time.
- ii. Professional development programs are provided to prepare all staff for their roles.
- iii. Appropriate funding and resources are provided for integrating students with disabilities. The funding needs to provide for appropriate instructional materials, support services, personnel, modifications in scheduling, class size, and curriculum design to meet the needs of all students.
- iv. The administration is supportive of program implementation and open to the creative measures needed in meeting the challenges of integration.

The AEA believes that when the above conditions occur, integration of students with disabilities will be productive for all children. The AEA strongly supports the development of appropriate individualized education programs in the least restrictive environment. (94)

f. Intergenerational/Age Awareness

The AEA supports age awareness materials to be integrated into existing curriculum to educate and sensitize all levels of education.

The AEA supports intergenerational programs where older adults can model healthy aging by volunteering and contributing to students and faculties in a variety of ways.

The AEA encourages the development of service-learning opportunities where students can learn through direct service to aging members of their community. (90)

g. Suicide Prevention

The AEA supports the development of a comprehensive program within each school district which informs and educates school employees, students, and parents on suicide prevention. (15)

h. Dropout Prevention and Alternate Programming

The AEA supports alternative programs to assist students in achieving their education goals, the establishment of district policies, programs and conditions which encourage and assist students to remain in school and not be compelled to drop out. (17)

The AEA believes that student pregnancy impacts the educational, social, and economic lives of young people, as well as their health. Therefore, any dropout prevention efforts should also provide resources and supports for pregnant students and students who give birth, including, but not limited to, social-emotional support, new parent counseling, lactation support, guidance on navigating or accessing medical treatment, clean and comfortable lactation spaces, support with childcare, and support in finding and accessing other community resources.

All students should also have access to extended learning, flexible hours, hybrid learning, or other continuing education options.

i. Character Education

The AEA supports the teaching of values and character development. (17)

j. Substance Abuse Rehabilitation

The AEA advocates the development of a comprehensive program within each school district which informs and educates students and parents on the subject of substance abuse. (17).

The AEA favors state support of substance abuse rehabilitation programs.

k. Child Abuse Awareness and Prevention

The AEA supports the development of educational programs to promote awareness and prevention of child abuse. (17)

22. Curriculum Content (11)

The AEA advocates and supports the development and teaching of the following curriculum content in schools in addition to the traditional core subjects: (11)

a. Life Skills

The AEA supports the establishment of curricula that develops life skills and parenting skills including: (11)

- i. flexible scheduling and attendance policies to assist pregnant adolescents and adolescent parents in completing their education;
- ii. appropriate guidance in continuing education and productive employment;
- iii. promotion of sound health principles regarding nutrition, substance abuse, exercise, family planning, and parenting skills; and
- iv. establishment of on-site child care services. (92)

b. HIV/AIDS and Other Communicable Disease Education

The AEA advocates the establishment in all school districts of a comprehensive education curriculum on HIV/AIDS and other communicable diseases. This curriculum should include accurate information on the prevention of such diseases. (17)

This curriculum must be presented in the language of the student and that the content be age appropriate. (17)

c. Career and Technical Education

The AEA advocates legislative support, including appropriate financing of career and technical education. (08)

d. Literacy Instruction

The AEA believes in literacy instruction that meets individual student needs and is appropriate for students' developmental levels. The AEA supports literacy instruction that is supported by empirical and naturalistic research in language and literacy development. (11)

The AEA supports the use of authentic literature for literacy instruction. (89)

e. Fine Arts

The AEA believes that the fine arts are basic to education and have great value in and of themselves for the knowledge, skills, and values they impart. (05)

The AEA further believes that every public school should offer a balanced, sequential, and high-quality program of instruction, taught by teachers certified in fine arts and strengthened by artists and arts organizations as an essential component of the curriculum. (15)

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The AEA advocates providing appropriate state funding and coordination of all areas in the fine arts including, but not limited to music, drama, dance, speech and debate, and the visual arts in grades K-12. (05)

The AEA advocates that local governing boards include the performing and practical arts in district curricula, taught by appropriately certified/highly qualified personnel. (11)

f. Health, Physical Education, and Recreation

The AEA believes that health, physical education, and recreation curricula are an integral component of the curriculum in grades K-12. (11)

The AEA further believes that all students should receive properly funded and quality PE instruction by a certified PE teacher. (15)

g. Global Issues Education

The AEA believes that age-appropriate instruction and materials concerning global education, national security, worker and economic issues, conflict management, and world peace should be included in the curriculum of every school district in Arizona. (00)

h. Ethnic Studies

The AEA supports the dissemination of information and programs that include the values, heritage, language, culture, and history of ethnic groups.

The AEA encourages the involvement of ethnic educators in developing educational materials used in classroom instruction.

The AEA supports coordination with ethnic organizations and concerned agencies that promote the values, language, culture, and history of ethnic groups.

The AEA believes that the infusion of ethnic studies and ethnically diverse curricula into the instructional program acknowledges the contributions of all ethnicities to history. (15)

The AEA further believes that these curricula must show a correlation among social, historical, political, and economic developments and events regarding all ethnic groups and their descendants worldwide. (10)

i. Energy Conservation

The AEA urges support for all activities which teach and promote energy conservation within school districts.

j. Theory of Evolution

The AEA supports the teaching of the scientific theory of evolution in schools. (92)

k. Environmental Education

The AEA advocates the use of instructional materials that teach and promote environmental education within school districts. The AEA will actively support recycling programs in schools and communities. (93)

l. Democracy and Citizenship Education

The AEA believes that education about democracy and the rights and responsibilities of citizens is essential for the survival of American democracy. The association also believes that democratic ideals should be practiced as part of the total education process. These ideals include but are not limited to due process of law, individual responsibility, voting rights, protections, the right to protest and address grievances with the government, freedom of religion, speech, the press, petition, and assembly.

The AEA encourages educators, 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.

m. The AEA urges support for all activities which teach and promote the understanding of and involvement in public issues and the voting process. (90)

n. Holocaust

The AEA believes that a way to prevent events such as the Holocaust is to teach all children at all levels of instruction about the Holocaust not only as an historical event but also as a means of providing knowledge and insight into how inhumanity of this magnitude develops.

The AEA further believes that the lessons of the Holocaust must be taught so that doubt of its occurrence can never again be raised, and never again can such action occur resulting from bigotry and prejudice. (89)

o. Genocide Prevention

The AEA believes that a way to prevent genocide in the future is to provide knowledge of those events and their relationship to bigotry and prejudice. (89)

p. Service Learning

The AEA believes in the use of service learning as a teaching and learning strategy with students

of all ages and abilities in order to increase student achievement and engagement, teach civic responsibility, and strengthen the community. (09)

q. Workforce Preparation

The AEA supports and encourages local affiliates to request districts to develop courses designed to help students write résumés, do well in job interviews, take tests, and develop verbal and writing skills. (89)

r. Neuro-Affirming Practice

AEA will publicly support neuro affirming teaching strategies and therapeutic practices including the philosophy that differences in how people think, learn and process information are valid and should be accepted. (24)

23. Accountability

The AEA recognizes that the term accountability, as applied to public education, is subject to varied interpretations. The AEA maintains that educational excellence for each child is the objective of the educational system.

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. (16)

The AEA believes that any method of accountability developed for school employees must be commensurate with the degree that they share responsibility in educational decision making and to the degree that other parties who share this responsibility—legislators, other government officials, school boards, administrators, parents, students, and taxpayers—are also held accountable.

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. (16)

The AEA maintains that there should be no single accountability system. It opposes any attempt to transform assessment results into a state testing program that would seek to measure all students, teachers, or school systems by a single standard. (05)

24. Assessment

a. Student Assessment

The AEA believes that student assessment is one part of the total education process and should enhance other educational practices. A student's

level of performance is best assessed with authentic measures directly linked to the lessons taught and materials used by teachers. (16)

The AEA believes that effective student assessment must be focused on more than students demonstrating minimum competencies but rather on students' abilities to use critical and analytical thinking in all subject areas. The AEA believes that students should be assessed using a variety of assessment methods. Teachers must have significant involvement in determining the plan for assessment at both the district and the school site.

The AEA supports a statewide comprehensive system of student assessment which has been mutually agreed to by the association and state officials. This system must include appropriate funding for training and re-training, materials and equipment, time to administer, score and acquaint students with the assessment format. The assessment should be bias free, reliable and valid. The AEA believes that testing is a tool to diagnose learning needs, prescribe instructional activities and measure student progress in content areas. (16)

b. Standardized Assessment of Students

The AEA believes that standardized assessments should only be used to improve the quality of education and instruction for students. When an assessment is mandated at the district, state, or national level, it should only be used to evaluate programs in an effort to meet district, state, or national standards. (08)

The AEA believes that students should not be required to pass a state-mandated assessment as a condition of graduation. (08)

Standardized assessments (including norm- and criterion- referenced assessments) are most useful and valuable when (15)

- i. they are selected by educational professionals closest to the classroom;
- ii. they are integrated with assessment information specific to local programs;
- iii. they are not used as the single criterion for the reduction or withholding of any education funding;
- iv. the results are not used to compare students, teachers, programs, schools, communities, and states;
- v. the results are calculated and distributed to all stakeholders in a timely manner; (16)

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- vi. they are not used as a single criterion for high-stakes decision making; (16)
- vii. they match the developmental levels or language proficiency of the student;
- viii. programs are not specifically designed to teach to the assessment; (08)
- ix. student scores are not used as a single criterion to evaluate teachers or to determine employment status;
- x. testing programs or assessments do not limit or supplant instruction time; (08)
- xi. test preparation does not impede or discourage learning, nor constrain the curriculum in ways that threaten the quality of teaching and learning for students; (16)
- xii. students are not assessed before third grade. (08)

The AEA believes that ELL students should be assessed in core subject areas appropriate to their proficiency level and allowed to use the language/subject area tools and resources normally available to them for taking and passing state-mandated assessments. (08)

c. Accountability for Student Achievement

Although some accountability for student achievement and success lies within the purview of the individual classroom teacher, there are other factors and agents which play critical roles in student achievement and success.

- i. The legislature must provide appropriate funds and resources.
- ii. School districts must provide sufficient and accessible support and training.
- iii. All education staff, certified or classified, regardless of specific assignment, must contribute to a positive education environment.
- iv. Parents and other community members must be supportive and involved.
- v. All stakeholders must be cognizant of the purpose of the assessment as well as the accurate and appropriate interpretation of results, and apply that knowledge in the best interest of students. (02)

The accountability for student achievement and success goes beyond the individual classroom. It includes the responsibility of the legislature to provide appropriate funds and resources and school districts to provide support and training. Parent as

well as community support and involvement are vital components in the successful education environment. (93)

25. Early Childhood Education

The AEA supports developmentally appropriate education as specified by the guidelines of the National Association for the Education of Young Children for all preschool through third grade students and urges all school districts to develop and implement programs. (90)

The AEA further supports voluntary all-day kindergarten for children at five years of age in August of the year enrolling and believes that the state should fund all-day kindergarten for all districts. The AEA further believes that the state should fund preschool programs for three- and four-year old children. (05)

26. Employment of Students

The AEA supports and encourages programs and policies which increase the awareness and sensitivity of employers and parents to the needs of all employed students, specifically their working hours and the impact on their performance in school.

The AEA supports and encourages the awareness and sensitivity of school staffs to the needs of students who must be employed because of family, educational or career requirements. (89)

27. Student Evaluation

The AEA recognizes, as an aspect of academic freedom, the right of classroom teachers to be authorized to decide upon criteria for evaluating and assigning grades to students and the AEA believes that teachers should have the delegated authority in all such evaluations. (93)

28. Charter and Nontraditional Public School Options

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

The Association believes that charter schools and other nontraditional schools should provide each student with a quality education free from tuition and fees and with the same safeguards, health and safety standards and civil rights for students with disabilities as mainstream public schools. Furthermore, charter and nontraditional public schools should:

- a. provide appropriate safeguards covering contract and employment provisions for all employees. Such safeguards should include being subject to

the same legal requirements for job protection as mainstream public school districts.

- b. be staffed with certificated and appropriately qualified personnel as required for mainstream public schools.
- c. not be granted authority to inhabit, rent, lease, or purchase available space from traditional public schools.
- d. not be operated for personal profit of their managers and owners.
- e. not divert current funds from regular public schools. (19)

29. Class Size

The AEA believes that high class sizes and caseloads negatively impact student achievement. The AEA supports class sizes and caseloads that are research-based and that take into account student needs, grade levels, content matter and facility/classroom capacity. (14)

30. Electives

Research shows that student outcomes are improved with access to elective content such as arts. Therefore, the AEA stands with our elective educators when they are targeted by budget cuts. (25)

B. Fairness, Equity and Respect for All

1. Fairness and Respect

We believe that every person is entitled to be treated fairly and with respect. Students and school employees should be honored for their differences in culture, history, language, religion, physical condition, ethnicity, gender, sexual orientation, ability, and learning styles. These differences enrich our society. (19)

2. Desegregation

The AEA actively opposes all segregation and urges complete integration of all school employees and student bodies throughout the state. The AEA urges school districts to appoint and assign staff to develop and implement human relations programs. The AEA further believes it is imperative that full integration of the state's schools be effected wherever there is de facto segregation or racial imbalance. (12)

The AEA opposes any attempt to delay or impede legal implementation of desegregation orders. (94)

The AEA recognizes that acceptable integration plans may feature a variety of approaches including affirmative action programs. (12)

The AEA opposes any displacement, demotion or advancement of school employees made on the basis of gender (including sexual orientation, gender

identity), race, or ethnic origin. It also opposes actions by boards of education to finance integration plans through reduction of school employees. (17)

The AEA supports local affiliates' efforts to assure that school employees, parents and students are involved in the development of plans designed to achieve integration. It urges the provision of federal and state funds necessary to implement integration programs, including, if necessary, funds for student transportation. The AEA supports participation in citizen advisory committees consisting of school employees designated by the local association; parents and representatives of community organizations; business; clergy; and media. These committees should reflect the ethnic makeup of the community in developing, implementing and evaluating student desegregation plans. (15)

3. Systems of Discrimination and Exploitation

As members of the global community, the AEA believes that governments of all nations must respect and protect the basic human and civil rights of every individual. The AEA deplores any system that limits or prohibits the free and responsible exercise of these rights. The AEA condemns any system that allows actions of discrimination and exploitation, and believes sanctions against countries allowing such actions are both justified and necessary. (02)

The AEA further believes it has a firm commitment to the protection of children from exploitation of the sex slave trade industry. (08)

The AEA further urges divestiture of public monies in countries or in corporations that do business with such countries that have systems which allow actions of discrimination and exploitation to continue. The AEA believes in monitoring the investment of members' dues to ensure that such investments do not support countries that have systems that allow actions of discrimination and exploitation or corporations that do business with such countries. (15)

4. Racial Justice and Equity

The Arizona Education Association believes that to strengthen our society as a whole, equitable opportunities and outcomes must exist to ensure systematic fair treatment for people of all races. The AEA recognizes the policies and laws that created biased practices and have detrimental effects on our students and educators in their schools and communities. The Association believes that honest and open conversations about the sources of institutional racism that continue to threaten equity, fairness, and justice are necessary to produce the critical changes needed to achieve racial justice and

equity. The Association encourages its locals 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 and equity so that every student and educator may fulfill their full potential. (18)

5. Cultural Respect for All

The Arizona Education Association believes that in order to strengthen our society as a whole, equitable opportunities and outcomes must exist to ensure respectful treatment for people of all cultural backgrounds. The Association recognizes that certain policies and laws contribute to cultural insensitivity and may also threaten equity, fairness, and justice. The Association encourages its locals to have honest and open conversations about the sources of cultural insensitivity with community, family, and student partners so that every student and educator may feel respected. (21)

6. Land Acknowledgements

The Arizona Education Association believes that honoring the ancestors of Arizona's indigenous peoples shows respect for the rich cultural history and diversity of Arizona. The AEA believes the use of land acknowledgments at the beginning of meetings is a powerful demonstration of our commitment to this core value and belief. (22)

7. Self-Determination of Indigenous People

The Arizona Education Association recognizes that Native Americans are members of sovereign nations with the rights of self-determination and sovereignty.

The Association also recognizes that sovereignty includes the right to provide for culturally appropriate education of Native American students guided by tribal cultural and educational leaders. (21)

8. Indigenous Peoples' Day

The Arizona Education Association believes that the history of colonization needs to be recognized and acknowledged in every community. To do so, the Association believes that the name of the current holiday known as "Columbus Day" should be renamed and recognized as "Indigenous Peoples' Day" in recognition of early indigenous peoples before colonization by European settlers. (21)

9. Use of Prejudicial Terms and Symbols

The Arizona Education Association believes prejudice is deplorable and the use of names, symbols, caricatures, emblems, logos, and mascots that promote prejudice should be discontinued. (21)

10. Immigration

The AEA believes fair immigration policies enhance the community.

The AEA supports immigration policies that guarantee human and civil rights and protect the integrity of the family unit without discrimination.

The AEA believes that immigration policies should include due process, political asylum and timely legalization without regard to national origin. (95)

11. César Chávez Day

The AEA supports the designation of a César Chávez Day. This should be a day dedicated to the study of the beliefs, philosophies, and issues to which César Chávez devoted his life. (02)

12. Diversity in Employment

The AEA believes that a diverse society enriches all individuals. Similarities and differences that form the fabric of a society include but are not limited to race, ethnicity, color, national origin, language, geographic location, creed, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental, or economic status. (11)

The AEA condemns employment and/or advancement discrimination based on the above criteria. (11)

The AEA believes that diverse school district staffs are essential and urges school districts to actively recruit, hire, promote, and retain diverse education employees. (06)

13. Affirmative Action and Seniority

The AEA encourages local affiliates to pursue affirmative action plans in their school districts. The AEA encourages the development of a published annual report on their school district's recruitment policy and minority employment status including the number of women and ethnic minorities in administrative positions and the number of men and women in non-traditional roles. (17)

The AEA believes that seniority and affirmative action should be considered when making employment decisions. If it is necessary to make some accommodation between the two concepts, the AEA will be guided by the following principles. (17)

- a. The AEA believes that seniority provides an objective and equitable standard on which to base employment decisions, including decisions regarding hiring, transfer, promotion and layoff. (07)
- b. The AEA's commitment to seniority is strong, but not absolute. It may be necessary to give preference in recruitment, hiring, retention and promotion policies to overcome past discrimination. (06)

14. Equal Rights Amendment

The AEA strongly supports the adoption of an equal rights amendment that grants equal rights to all men and women.

15. Non-Discrimination

The AEA believes in the passage of the Employment Non-Discrimination Act (ENDA) to provide job security for all Americans, to prohibit discrimination in hiring and employment on the basis of sexual orientation and gender identification by employers. (17)

16. Workplace Accommodations for Lactating Employees

The AEA believes that all workplaces must provide lactating employees with safe, clean, comfortable, appropriate, and private facilities to express breast milk. The AEA also believes that employers must work with such employees to provide reasonable accommodations within their workday to express breast milk.

17. Harassment, Intimidation, Bullying, and Prejudice

The AEA believes that schools should be safe from all forms of harassment, intimidation, bullying, and prejudice. Schools should provide staff training on diversity awareness and develop both staff and student programs to promote, implement, and maintain a safe and positive school environment. Safe schools should show respect for all students and staff regardless of similarities/differences that include but are not limited to the following: race, ethnicity, color, national origin, language, geographic location, creed, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and marital, parental, or economic status. (15)

18. Conversion Therapy

The AEA believes the use of conversion therapy is harmful to the emotional development of gay, lesbian, bisexual, and transgendered students and should not be used or recommended to parents. (15)

19. Sexual Harassment

The AEA believes that sexual harassment is a form of sex discrimination or abuse. (12)

The AEA further believes that education employees and students should be protected from sexual harassment. The AEA encourages its affiliates to work with local school districts, institutions of higher education, and appropriate alliance groups to

- a. establish strong policies defining and prohibiting sexual harassment;
- b. develop educational programs and curricula designed to help people recognize, understand, combat, prevent, and eliminate sexual harassment;

and

- c. develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, protects the rights of all parties, and provides a mechanism to address false accusers. (03)

20. Title IX

The AEA believes the State Department of Education should enforce district compliance with Title IX. The AEA also believes local associations should monitor negotiated agreements for compliance with Title IX. (17)

21. Collective Bargaining

The AEA actively seeks the enactment of a public employees' collective bargaining law. The AEA actively opposes any legislation which would prohibit or limit the rights of public employees.

The AEA believes in, as one of its highest priorities, the right of each local affiliate to secure a comprehensive collective bargaining agreement with its governing board. The AEA supports local affiliates in lawful actions, including strikes, directed toward this end. (88)

22. Right to Organize

The AEA believes that all people have the right to organize to achieve an improvement in their living conditions through their own free and independent unions and organizations. The AEA further believes that local associations should strengthen their members' rights to organize. (17)

23. Association Participation

The AEA believes that every school employee has the right and obligation to participate fully in the professional association. School policies should provide release time without loss of pay to school employees fulfilling leadership responsibilities in professional organizations or attending professional meetings.

The AEA strongly supports the establishment of an association mentor program by staff, leaders, and local associations that will recruit, train, and assist ethnic minorities in their association involvement. (11)

The AEA believes in providing at least proportionate minority membership in every phase of governance. The AEA encourages women and ethnic minority school employees to enter leadership training programs. (02)

24. Continuing Employment and Fair Dismissal Practices

The AEA believes Arizona statutes must provide for the continuing employment of all school employees.

AEA Resolutions

The AEA shall work to improve continuing contract provisions and shall oppose efforts to weaken or deny such protection to all school employees. (17)

The AEA believes that such statutes should include but not be limited to the following provisions for all employees:

- a. appropriate written notice of hearing including charges;
- b. representation by legal counsel with the right to cross-examine witnesses and present evidence;
- c. dismissal or non-renewal based on just cause; and
- d. retention of continuing status by any certificated employee who has achieved the rights of a continuing teacher if assigned to a non-teaching, non-administrative position or if assigned to a part-time position.

The AEA urges its local affiliates to bargain fair dismissal procedures in their agreements. (88)

25. Reduction in Force

The AEA believes local affiliates should bargain criteria to be utilized whenever reduction in force (RIF) occurs. Criteria should include seniority, objectivity, nondiscrimination, affirmative action and uniformity of application.

The AEA further believes that recall procedures should be established in which staff would be recalled in the reverse order in which they were laid off. (00)

26. Liability/Hold Harmless

The AEA believes that all costs of defending any legal action brought against an employee for any act or omission arising out of and in the course of the performance of his/her duties, should be defrayed by the governing board and the governing board shall hold harmless and protect such persons from any financial loss. (11)

27. Local Human and Civil Rights Activities

The AEA strongly advocates the establishment of human and civil rights committees in all of its local affiliates. (92)

These committees should develop awareness of human and civil rights issues and enable members to take part in human and civil rights activities within their local. (17)

28. Right of Privacy

The AEA supports the right of privacy and confidentiality for school employees. (05)

29. Personal Freedom

The AEA believes that the private, non-school-related lives of school employees must not be used as factors in their employment or evaluation. (88)

30. School Environment

The AEA believes that school employees require a comfortable, professional and collegial environment. The AEA advocates conditions in the workplace which would be conducive to maximum learning. As a minimum these conditions shall include:

- a. environmental control which would allow for appropriate physical comfort and safety for all employees; (08)
- b. duties commensurate with the level of preparation for all employees;
- c. length of day determined by professional duties while still allowing time to plan, teach and eat;
- d. research-based class sizes; (17)
- e. appropriate supplies for class size; (17)
- f. accessibility of facilities to the disabled; and (11)
- g. access to technology and to high-speed and seamless Internet services. (10)
- h. appropriate supplies to ensure the maintenance of facilities for health and safety of employees and students.

31. Teacherage Housing

The AEA believes that school districts should be required to maintain their teacherage housing in a safe and well-functioning manner and follow all applicable state housing/renter laws and regulations. (14)

32. Political Involvement

The AEA shall afford direct and immediate assistance to those locals needing further political education of their membership. (94)

33. Political Participation

The AEA believes that every school employee has both the right and obligation to be an informed and politically active citizen and strongly advocates the removal of all barriers to the free exercise of these rights. (94)

The AEA believes school employees should register and vote, participate in political organizations, perform jury duty, campaign for and contribute to candidates, lobby, run for and serve in public office. Provision should be made to enable school employees to serve in public office without personal loss or curtailment of increments, tenure, retirement or seniority.

The AEA is strongly opposed to any harassment or pressures exerted against school employees who pursue legal political activities or who exercise their rights of freedom of speech. (95)

The AEA believes it is the duty and responsibility

of school employees to involve themselves in the election of qualified candidates who support quality education. (17)

The AEA believes that all members should contribute to political action through local political action committees, The AEA Fund for Public Education, and The NEA Fund for Children and Public Education. (17)

34. Structures for Decision Making

The AEA supports the development of organizational structures which guarantee substantive and demonstrable employee participation in decision making, direction setting, and policy development. (17)

The AEA supports the twin concepts of employee involvement in decision making and the relegating of decisions to the level which is closest to those who are most likely to be affected by the decisions. However, the process to achieve those goals must be clearly defined, must protect the rights of all employees, and must ensure that it is not predicated on dissolution of employee organizations and their effectiveness.

Moreover, to be effective, decentralization must take place within a framework which is established on a district-wide basis through the collective bargaining process. (92)

35. Participation in Educational Staff Selection

The AEA believes that members, through their local associations, should have a greater voice in selection of supervisory staff.

The AEA further believes that the local associations have the right to ensure that the appropriate school employees have a decisive voice at every stage of the selection process. (17)

36. Performance-Based Compensation Plans

AEA believes that the following principles are critical to the success of any performance-based compensation system or other alternative compensation plan.

- a. There is security in an affordable and predictable salary structure that is competitive nationwide and with other professions.
- b. The compensation system is mutually developed by educators, the local association, administrators, and school board members and supported by a super majority of the educators affected.
- c. There is continuous involvement of all stakeholders in the ongoing implementation, review and evaluation of the compensation system.
- d. The compensation system is clearly defined and

understandable; has clear expectations and written definition of terms; and does not require time outside the normal work day.

- e. The plan includes a program for formative evaluation of the performance-based compensation plan.
- f. The compensation system has clear goals and is developed and implemented in transitional phases.
- g. There is equal access and opportunity at all levels of the plan for all participants.
- h. The system promotes collaboration, cooperation, and equity.
- i. The system includes multiple measures of performance and multiple pathways for attainment of salary advancement, and allows for individuals to choose among a variety of options for participation.
- j. Individual educators are involved in the design of their own performance goals.
- k. School district and site goals, teacher evaluation, student assessment, and curriculum are all aligned with the student academic standards and the professional teaching standards.
- l. Measures of student academic progress are mutually agreed upon by all stakeholders and are considered to be reliable assessments aligned with the Arizona student academic standards.
- m. The plan includes a readjustment component which provides a process by which the plan can be monitored, evaluated, and readjusted as needed.
- n. There is a standards-based professional development component, including mentoring and collegial assistance.
- o. There are sufficient and accessible resources for participants to satisfy the plan criteria satisfactorily.
- p. Incentives and rewards in the system are significant enough to encourage continuous improvement and demonstrate respect for the individual.
- q. There is a fair and objective appeal procedure.
- r. There is a process that supports the development of a school climate that enables the successful implementation of the compensation system. (01)

37. Salaries

The AEA believes that salaries of school employees should be comparable to those of other professions and occupations requiring comparable preparation, skill, value and responsibility. (06)

The AEA promotes the adoption of indexed compensation plans which offer a career salary within ten (10) years. Such plans should base advances in compensation on objective, measurable, and attainable criteria. Advancement within compensation plans should be a top funding priority. (08)

The AEA believes that all school employees should be given full recognition for year-for-year prior service credit. (06)

The AEA advocates university salaries at least equal to the national average of comparable institutions.

The AEA believes that salary paid for summer school, continuing education programs, extended contracts, extra duty, part-time work and services of community college associate faculty members should not be less than the daily rate for regular contract pay. (07)

The AEA shall work to support policies and legislation which prohibit salary discrimination on the basis of residence, age, creed, race, ethnicity, gender, sexual orientation, gender identification, religion or marital status. AEA believes base salary should not be differentiated on the basis of grade or subject taught. (06)

The AEA is opposed to merit pay. (03)

AEA believes that all employees deserve a living wage. Furthermore, AEA believes that any mandated increases in district costs associated with raising the minimum wage be adequately funded by the state legislature. (16)

38. Benefits

The AEA believes that school districts must provide and pay for benefits including, but not limited to, the following:

- a. appropriate sick leave with unlimited accumulation;
- b. comprehensive health, life, long-term disability, dental, and vision insurance including dependent and domestic partner coverage; gender-affirming health care. (22)
- c. leaves (public safety, personal, association, paid parental, leaves of absence) in which case AEA encourages local school districts to provide job security and job assignment. (22)
- d. non-paid leave (sabbatical, military), in which case AEA encourages the school district to provide job security and preserve job assignment.
- e. employee assistance programs. (05)

39. Part-Time Employees

The AEA believes that part-time employees should not be employed for the primary purpose of reducing instructional budgets or for the purpose of reducing the number of full-time positions. Part-time employees should receive the same salary and fringe benefits as full-time employees prorated according to the workload. (17)

40. Job Sharing

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

The AEA further asserts that job sharing conditions of work should 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 benefits; and
- c. the right to revert to full-time status. (87)

41. Personnel File

The AEA supports legislation and local bargaining allowing the employee the right to review the contents of his/her personnel file, and the right to provide or withhold consent on the release of such records including the right to receive copies of materials and to purge inaccurate and no-longer relevant materials. (17)

The AEA believes that any material placed in the file shall be signed by the employee, and the employee shall have the right to submit a written commentary to any material placed in the file. (88)

42. Early Retirement

The AEA believes that every school employee has the right to participate in an early retirement incentive plan. The AEA further believes that each local should secure an early retirement incentive plan, funded by the local school district, through their collective bargaining agreements. (88)

43. Retirement

AEA believes the defined benefit plan used by the Arizona State Retirement System provides the best guarantee of a lifetime income for members. The AEA opposes any action to move members or future members to a defined contribution, cash balance plan or some hybrid of these options. (13)

The AEA maintains that the Arizona State

Retirement System (ASRS) should be controlled by an autonomous board of trustees which has an ASRS member-majority on that ASRS board. Employee groups should be represented on that board. This board should have the policy and investment authority.

The AEA believes that the assets of the ASRS may be invested in economically and philosophically acceptable investments if equal consideration is given to probable income and probable safety of the capital.

The AEA encourages the ASRS board of trustees to invest in corporations having socially and ecologically responsible policies.

The AEA further believes that the ASRS board of trustees should adopt a written investment policy with measurable investment goals.

The AEA maintains that the ASRS should include:

- a. a variety of normal retirement eligibility options including a point plan based on years of experience and age; (08)
- b. a variety of options for members to choose for retirement and death benefits;
- c. a benefit formula based on 2.5% per year for all years' service which would maximize retirement income while discouraging spiking; (08)
- d. automatic cost of living increases, regardless of age, to retirees and beneficiaries; and
- e. a provision so that members may purchase or transfer up to five (5) years work experience under a non-ASRS system.

The AEA believes that all improvements in benefits should be equitable for all employees, retirees and beneficiaries.

The AEA maintains that no person participating in the ASRS 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 AEA is opposed to any incursions, either a misuse of assets or a failure to appropriate required funds to the ASRS.

The AEA strongly denounces any legislative action which uses any method not actuarially based in determining the contribution rate for employees and employers covered by the Arizona State Retirement System.

The AEA believes that employer contributions to the ASRS are the responsibility of the state.

The AEA advocates that upon withdrawing from the ASRS, a member should be allowed to withdraw his/her contribution plus a minimum of three percent (3%) interest.

The AEA recognizes the need to monitor the actions of the ASRS. (97)

44. Retiree Involvement

The AEA believes that retired school employees should be afforded the opportunity for input into the AEA programs and activities. (89)

45. Professional Development Resource Center

The AEA supports the creation of a system of local, district-financed professional development resource centers, designed and controlled by employees, for assistance on a continuous day-to-day basis. (14)

46. Systemic Inequities During a Crisis

The AEA acknowledges that during a crisis systemic inequities are exacerbated. It is for this reason that the AEA believes that in the event of a local, state, or national crisis, districts should do everything in their power to keep students and staff safe while examining, ensuring, and emphasizing equity for all employee and student groups. (21)

47. Affordable Housing

The AEA believes that educators should have access to attainable housing in the communities of their choosing. All discussions & negotiations regarding "teacher housing" should include the affected educators in the district of impact. (23)

48. Students' and Educators' Identities

The AEA believes that students' and educators' identities be honored and respected through their affirmed names and their affirmed pronouns. (23)

We believe in the safety and respect of our students. Educators should be able to uphold our values without being forced to divulge our transgender and non-binary students to potentially unsupportive parents/guardians. (25)

49. Dairy Alternative

The AEA supports providing, and making reimbursable, nutritionally equivalent dairy alternatives for students as part of the National School Lunch Program. (24)

50. Replacement of Personal/Medical Items

Supporting replacement of personal/medical items damaged by students as part of member protections through an indemnity program. (24)

51. Scheduled Meetings Calendar Posting

Resolve to have the AEA Board direct the appropriate committee to study the security of posting a calendar and agendas of all regularly scheduled meetings of AEA governing bodies and committees on the AEA website and come up with a proposal for how it can be done safely. Further direct the AEA board to develop a policy for such posting. (24)

C. Teaching as an Esteemed Profession

1. The Teaching Profession

The AEA believes that the teaching profession is a cornerstone of society and must be composed of individuals meeting the highest standards which are established, maintained, and governed by members of the profession and must apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and accountability.

The AEA further believes that members of the teaching profession must have the time, resources, and decision-making authority to provide the highest quality of learning for each student. Non-instructional tasks should not hinder the performance of a teacher's primary role.

The AEA believes that a quality teacher —

- a. Designs and facilitates instruction that incorporates the students' developmental levels, skills, and interests with content knowledge
- b. Develops collaborative relationships and partners with colleagues, students, families, and communities focused on meaningful and deep learning
- c. Provides leadership and advocacy for students, quality education, and the education profession
- d. Demonstrates in-depth content and professional knowledge
- e. Participates in ongoing professional learning as an individual and within the professional learning community
- f. Utilizes multiple and varied forms of assessments and student data to inform instruction, assess student learning, and drive school improvement efforts
- g. Establishes environments conducive to effective teaching and learning
- h. Integrates cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning
- i. Utilizes professional practices that recognize education as vital to strengthening our society and building respect for the worth, dignity and equality of every individual
- j. Strives to overcome the internal and external barriers that impact student learning
- k. Recognizes and appreciates the need for diversity and therefore encourages advancement of underrepresented groups into and within the education profession.

2. Teacher Education Programs

The AEA advocates that teacher-education programs in state institutions be given appropriate financial support to provide competent teachers needed to staff the public schools appropriately.

The AEA believes that teacher-education programs leading to certification must be based on relevant academic and competency criteria established by a professional standards board. Furthermore, the AEA believes that accreditation boards must base their activities on relevant criteria and that a majority of their members must be practicing teachers. (95)

The AEA believes that teacher education programs should offer dual enrollment and/or internship opportunities that facilitate career exploration in the education profession for all students. (16)

The AEA advocates that teacher education programs provide appropriate in-person classroom management training in course programming.

3. Teacher Certification (12)

The AEA believes that all teachers must have the necessary knowledge and skills to perform their duties. AEA further believes that Arizona pre- K-12 certification include an applicant's passing a valid and reliable assessment which addresses both professional knowledge and subject knowledge. AEA believes that teaching certification endorsements should be a choice that teachers make voluntarily rather than by mandate. The AEA believes that the authority for issues related to teacher certification should reside solely with the Arizona State Board of Education. (12)

The AEA believes one state system of evaluation to determine the definition of "highly qualified" should consist of a combination of college credit, recertification units, and years of successful teaching experience in the core academic areas. (03)

The AEA believes that any teacher meeting these qualifications has exceeded state licensure requirements and should automatically receive an Arizona teaching certificate. (12)

The AEA believes that professional positions, including specialized positions, be filled by education employees holding the appropriate license and/or certificate. (12)

4. Substitute Teachers

The AEA believes substitute teachers must meet the same standards as any other licensed education employee within the state. (03)

The AEA opposes the practice of assigning substitute teachers to regular positions for an extended duration of time. Positions created by extended absence

should be filled by available certificated teachers who are eligible to be placed on contractual status by the school district. The AEA opposes the use of certificated teachers to substitute for personnel on extended leave, without providing full pay plus basic and fringe benefits for the substituting teacher. (95)

The AEA believes that the substitute teacher should be assigned only those duties included in the normal contract day. (01)

The AEA opposes the practice of placing responsibility for in-house coverage on employees who are already assigned classes. This includes but is not limited to the practices of: splitting classes, giving up preparation periods, giving up required student services, or combining classes.

In the case of emergencies when in-house coverage is required, the AEA advocates for compensation comparable to that of the covering teachers' hourly rate.

5. Professional Development

The AEA believes that professional development includes a wide range of pre- and in-service experiences and opportunities through which education employees can influence the teaching and learning environment.

The AEA further believes that high-quality professional development is characterized by rigorous and relevant content, strategies, and organizational supports that ensure the preparation and career-long development of teachers and others whose competence, expectations, and actions influence the teaching and learning environment.

The AEA believes that pre- and in-service professional development require partnerships among schools and districts, higher education institutions, and other appropriate entities to promote inclusive learning communities of everyone who impacts students and their learning.

The AEA believes that professional development should provide equitable opportunities for education employees to gain and increase the knowledge and skills they feel are important to their position, to the improvement of their programs and to their performance as members of their profession. It is the responsibility of the school district to support professional development with time, funds, and resources.

The AEA further believes that local professional development and grant programs should assure that appropriate school employees have a decisive voice at every stage of planning, implementation

and evaluation. The AEA encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate education employees.

The AEA believes that professional development programs should include the following in their goals and content.

- a. foster a greater appreciation of the needs of students who come from widely diverse backgrounds and experiences;
- b. include training relevant and flexible enough to allow employees to adapt it to their needs;
- c. focus on teachers as central to student learning, yet include all other members of the school community;
- d. focus on individual, collegial, and organizational improvement;
- e. enable teachers to develop further expertise on subject content, the understanding of learning, teaching strategies, uses of technologies, and other essential elements in teaching to higher standards;
- f. make best use of new technologies;
- g. facilitate a climate of collegiality and collaborative problem solving while respecting and nurturing the intellectual and leadership capacity of all in the school community; and
- h. enable educational support professionals to receive professional development to further their career and goals. (10)

The AEA believes that high-quality professional development should (11)

- a. be evaluated ultimately on the basis of its impact on educator effectiveness and student learning; and subsequent professional development efforts will be guided by this assessment; (11)
- b. be facilitated by appropriately qualified and experienced educators.
- c. reflect best available research and practice in teaching, learning, and leadership;
- d. incorporate the best principles of adult learning; and
- e. enhance educational support professionals' job skills. (10)

The AEA supports certification by the National Board for Professional Teaching Standards as a means of professional development and encourages the inclusion of National Board certification or any of its standards as part of a professional development program.

The AEA further supports the five core propositions of the National Board for Professional Teaching Standards as a stimulus to self-reflection on the part of teachers at all levels of accomplishment and as a catalyst for the planning of professional development. The five core propositions are the following:

- a. Teachers are committed to students and their learning.
- b. Teachers know the subjects they teach and how to teach those subjects to students. (11)
- c. Teachers are responsible for managing and monitoring student's learning.
- d. Teachers think systematically about their practice and learn from experience.
- e. Teachers are members of learning communities. (97)

6. Mentor Programs for Educational Employees

The AEA strongly supports the establishment of mentor programs by school districts in collaboration with the local association to train, assist and support employees. (91)

7. Teaching Experience and Educational Leadership Positions

The AEA believes that those in leadership positions in education should have had extensive experience as classroom teachers. The AEA favors a state board of education of which the majority are members of the teaching profession. (91)

8. Teacher Exchange Programs

The AEA supports teacher exchange programs as a means of providing members of the teaching profession with broadening experiences and increased understanding. (87)

The AEA believes that teacher exchange programs should provide for the safety of teachers during their appointment abroad.

The AEA believes that districts should provide continuing employment upon the teachers' return to the district. (00)

9. Professional Autonomy

The AEA believes in the recognition of education as a profession and in professional autonomy for educators.

The AEA supports the establishment of a professional standards board composed of a majority of teachers and teacher educators who regulate entry into the profession, teacher preparation programs and certification standards. (99)

The AEA believes in the teacher's right to academic freedom within the parameters of established content

standards. The AEA believes that the professional autonomy of an individual teacher to maintain control over the instructional strategies, methodologies and materials to be used in teaching content. (11)

10. Challenges to Instructional Materials and Teaching Techniques

The AEA believes that democratic values are best transmitted in an atmosphere of free inquiry and learning. It is essential that such a setting be free of censorship in order to ensure the academic freedom of teachers and students. The AEA believes that pre-publishing censorship, book-burning crusades, and attempts to ban books and media materials from the school library/media center and school curriculum are deplorable practices.

The AEA believes local affiliates should secure the adoption of policies and procedures that provide for the orderly consideration of instructional materials and techniques that are challenged. (96)

11. Textbook Adoption

The AEA believes that textbook adoption must provide for individual teacher choice, including the choice of no textbook. The AEA believes its members should participate in textbook adoption processes. The AEA also encourages textbook companies to provide texts in a variety of forms and formats, including electronic resources to enhance accessibility of curriculum to students with disabilities. (17)

12. Selection of Materials and Teaching Techniques

The AEA believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. Challenges to the choice of instructional materials must be orderly and objective, under procedures mutually adopted by professional associations and school boards.

The AEA believes that instructional materials and equipment must be of a sufficient variety and quantity to serve all students. (15)

13. Performance Evaluation

The AEA believes that our students and teachers deserve high quality evaluation systems that deserve high quality evaluation systems that provide the tools teachers need to continuously tailor instruction, enhance practice, and advance student learning.

Such systems must provide both ongoing, non-evaluative, formative feedback and regular, comprehensive, meaningful, and fair evaluations.

Such systems be developed and implemented with teachers and their representatives, either through collective bargaining where available, or in partnership with the affiliate representing teachers at the state and local level.

- a. All teachers should be regularly evaluated by highly trained evaluators on the basis of clear standards as to what teachers should know and be able to do.
- b. Evaluations must be comprehensive – based on multiple indicators to provide teachers with clear and actionable feedback to enhance their practice – and must include all three of the following components:
 - Indicators of teacher practice
 - Indicators of teacher contribution and growth
 - Indicators of contribution to student learning and growth
- c. Evaluations must be meaningful, providing all teachers with clear and actionable feedback linked to tailored professional development.
- d. Evaluations must be fair, conducted by highly trained and objective supervisors or other evaluators as agreed to by the local affiliate, whose work is regularly reviewed to ensure the validity and reliability of evaluation results.
- e. Evaluation systems must be adequately funded and staffed, and fully developed and validated, including by training all teachers on the new systems, before they are used to make any high stakes employment decisions. (12)
- f. All formal evaluation processes must include a meaningful appeals process where teachers can appeal scores and ratings. Any use of student data must be transparent and verifiable. (16)
- g. All evaluation processes should allow for flexibility in scheduling in cases of extended absences, illness, or limitations due to national or local crises, or compelling personal circumstances.

14. Peer Assistance and Review

The AEA believes that high standards are cornerstones of the profession, and under certain circumstances, a peer assistance or a peer assistance and review program is an appropriate mechanism for achieving these objectives.

The primary purpose of any such program should be to provide assistance to improve professional practice, retain promising teachers, and build professional knowledge to improve student success. A local association may also decide to include a review component in the program involving the evaluation

of performance. If a local association takes either position, the program should: (17)

- a. be developed through collective bargaining or through a joint association/school district agreement in non-bargaining states;
- b. be governed by a board composed of an equal number or a majority of representatives appointed by the local association;
- c. acknowledge that the school district makes the final decision to retain or seek nonrenewal or termination, but that recommendations forwarded by the joint governing body are routinely accepted and acted upon by the district;
- d. ensure that only teachers who are deemed by their peers to be highly skilled practitioners are selected for the role of consulting teacher, that the consulting teacher's area of expertise is the same as or closely related to that of the participating teacher, and that the consulting teacher is chosen by the program governing bodies;
- e. seek consulting teachers who reflect the diverse population of the teaching staff;
- f. provide that consulting teachers are within the teaching profession and continuous improvement in professional practice properly compensated and provided appropriate time to fulfill their responsibilities;
- g. provide that consulting teachers receive extensive and ongoing training in mentoring/coaching skills, district initiatives and resources, and current education instructional methods;
- h. establish guidelines for the referral of teachers as well as safeguards to prevent unwarranted referrals and to allow participating teachers the selection and/or approval of their assignment to a consulting teacher;
- i. establish and convey to all consulting and participating teachers clear rules on allowable uses of documents, products, and communications arising from the program;
- j. require extensive documentation based on ongoing assessments of each participant;
- k. require that rigorous and extensive assistance be provided over an appropriate period of time to help the participating teacher attain the requisite standard of proficiency before any effort is made to counsel the participating teacher into alternative career choices either within or outside the education profession or a recommendation to initiate nonrenewal or termination proceedings is issued;

- l. ensure due process protection and duty of fair representation procedures; and
- m. guarantee that participating teachers, consulting teachers, and teachers who sit on governing bodies do not lose their Association membership or bargaining unit status by virtue of their participation in the program. (99)

15. Culturally Responsive Pedagogy

Arizona Education Association advocates for the incorporation of culturally responsive pedagogy and instruction into educator preparation programs, professional development initiatives, and curriculum standards across Arizona's PreK-20 public education system. (25)

16. Artificial Intelligence

The AEA believes Artificial Intelligence (commonly known as AI) will never be used to replace or modify the authentic voice of students and/or educators. (25)

D. Education Support Professionals as Valued Partners

1. Roles of Education Support Professionals

The Arizona Education Association believes that education support professionals (ESPs) are integral to the functioning of schools and must be treated with the same respect, recognition, and value that is expected for all professionals.

AEA believes that ESPs deserve fair compensation and appropriate professional development.

Across the comprehensive range of their contributions, quality ESPs —

- a. Develop collaborative relationships and partner with educators, students, families, and communities
- b. Provide leadership and advocacy for students, quality education, and their professions
- c. Participate in ongoing professional development
- d. Process and maintain student records and other vital, confidential information
- e. Establish environments conducive to working and learning by maintaining accessible, clean, operational, and safe schools and facilities
- f. Ensure optimal indoor air quality that aligns with or exceeds state regulations and federal standards
- g. Prepare nutritious and safe meals and ensure that school districts are in compliance with state regulations and federal standards, including free and reduced meal programs
- h. Improve and protect student health and welfare by providing first aid, monitoring

immunizations, conducting health screenings, and assisting sick, injured or impaired students

- i. Educate and empower students to independently maintain good health
- j. Provide direct services and support to students and their families to promote student learning and well-being
- k. Participate in the design and implementation of school safety and security policies and crisis prevention, preparedness, and response plans
- l. Repair, maintain, and operate machinery and equipment essential to the safe, efficient operation of schools and facilities
- m. Maintain high standards for technology, communications, and networks in schools and facilities
- n. Transport students safely to and from schools and school-related events

2. Accountability for Student Achievement

AEA believes that education support professionals contribute to a positive education environment and support student achievement and success. (17)

3. Certification and Licensure

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

The AEA believes that professional positions, including specialized positions, be filled by education support professionals holding the appropriate license and/or certificate. (14)

4. ESP Retention and Pay

AEA believes all education support professionals should have full-time salaried, and benefited positions in order to attract and retain high quality support professionals. (22)

5. Professional Development

The AEA believes that professional development:

- a. Includes a wide range of pre- and in-service experiences and opportunities through which all education employees can influence the education community.
- b. Requires partnerships among schools and districts, higher education institutions, and other appropriate entities to promote inclusive learning communities of everyone who impacts students and their learning.
- c. Should provide equitable opportunities for education support professionals to gain and increase the knowledge and skills they feel are important to their position, to the improvement

of their programs and to their performance as members of their profession. It is the responsibility of the school district to support professional development with time, funds, and resources.

The AEA further believes that local professional development and grant programs should assure that all appropriate school employees have a decisive voice at every stage of planning, implementation and evaluation. The AEA encourages its affiliates to develop strategies for the implementation of funded programs governed by the appropriate education employees.

The AEA believes that professional development programs should include the following in their goals and content:

- a. Foster a greater appreciation of the needs of students who come from widely diverse backgrounds and experiences;
- b. Include training relevant and flexible enough to allow education support professionals to adapt it to their needs;
- c. Include all members of the school community;
- d. Focus on individual, collegial, and organizational improvement;
- e. Enable education support professionals to develop further expertise on subject content, the understanding of learning, teaching strategies, uses of technologies, and other essential elements in teaching to higher standards;
- f. Make best use of new technologies;
- g. Facilitate a climate of collegiality and collaborative problem solving while respecting and nurturing the intellectual and leadership capacity of all in the school community; and
- h. Enable education support professionals to receive professional development to further their career and goals. (14)

The AEA believes that high-quality professional development should:

- a. Reflect the best available research and practice in the appropriate field;
- b. Incorporate the best principles of adult learning; and
- c. Enhance educational support professionals' job skills. (14)

6. Mentor Programs for Education Support Professionals

The AEA strongly supports the establishment of mentor programs by school districts in collaboration

with the local association to train, assist and support education support professionals. (14)

7. Performance Evaluation (13)

The AEA believes that our education support professionals deserve a high-quality evaluation system.

Such systems must provide both ongoing, non-evaluative, formative feedback and regular comprehensive, meaningful, and fair evaluations.

Such systems should be developed and implemented collaboratively, either through collective bargaining where available, or in partnership with the affiliate representing education support professionals at the state and local level.

- a. All education support professionals should be regularly evaluated by highly trained evaluators on the basis of clear standards as to what the education support professional should know and be able to do.
- b. Evaluations must be comprehensive and based on multiple indicators to provide clear and actionable feedback to enhance job performance.
- c. Evaluations must be meaningful, providing clear and actionable feedback linked to tailored professional development.
- d. Evaluations must be fair, conducted by highly trained and objective supervisors or other evaluators as agreed to by the local affiliate, whose work is regularly reviewed to ensure the validity and reliability of evaluation results.
- e. Evaluation systems must be adequately funded and staffed, and fully developed and validated, including the training of all education support professionals on the new systems, before they are used to make any high stakes employment decisions. (14)
- f. Student test data should not be used negatively as part of any ESP evaluation. (16)
- g. All evaluation processes should allow for flexibility in scheduling in cases of extended absences, illness, or limitations due to national or local crises, or compelling personal circumstances.

8. Experience and Leadership Positions (14)

The AEA believes those in leadership positions should have extensive job experience relating to their field. (14)

E. Learning as a Community Commitment

1. Superintendent of Public Instruction

The AEA believes that the Superintendent of Public

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Instruction should hold a valid teaching certificate. (11)

2. Public Involvement

The AEA advocates examination and revision, when necessary, of school election laws to ensure that the general public through the legislature, State Board of Education and local school boards, determines the goals of education. (92)

3. Increased Effectiveness

The AEA believes that continuous communications and inter-involvement of the local, state and national bodies are keys to the success of the locals in building solid professional organizations. The AEA believes that increasing support is needed to effect ultimately the desired membership growth within the AEA. The AEA believes its locals should initiate programs which will strengthen and enhance their organizational effectiveness. (88)

4. Agency Contacts

The AEA believes every member should work diligently to develop and to enlarge contacts with local, state and national officials and agencies, be they political or legislative, elective or appointive. (94)

5. State Trust Lands

The AEA believes that the land granted to Arizona at statehood is a value asset for the funding benefit of public education, not public lands for the general use. To achieve that benefit, the land assets must be sold or leased through the management of the Arizona State Land Department to the highest bidder for appropriate market value. The AEA encourages the conservation and preservation interests to participate in the bidding process.

The proceeds of sales must be placed in the permanent land trust to generate earnings for annual distribution to public education. The proceeds from leases must be distributed directly to public education annually.

The AEA believes that the trust earnings and the lease proceeds are to provide supplemental funding to public education that is in addition to, not in place of, the state's obligation to provide appropriate funding for schools.

The AEA believes that the education beneficiaries of the trust should hold majority representation on an oversight board or commission that is authorized to provide general direction to the State Land Department.

The AEA supports the funding of appropriate resources to assist the State Land Department to efficiently manage the State Trust Lands to achieve maximum benefit for the public education

beneficiaries through growth in the permanent trust fund and lease proceeds. (02)

6. Federal Government Properties

The AEA believes that the federal government should furnish support for education in the form of funds paid on the basis of real property held by the federal government within the states, such payments to be in lieu of real property tax which might be levied were the property privately owned. (88)

7. Federal and State Funding Shares

The AEA, in accord with the National Education Association, believes that the federal share of the cost of public education should be at least one-third. Educational funding should be budgeted separately in recognition of its high priority in the federal budget. In addition, there should be public transparency with respect to the use of all federal funds. (22)

8. Funding for Mandated Programs

The AEA believes that all local, state, and federally mandated programs must be fully funded to include: (05)

- sufficient training, during the contract day, of staff involved in the classroom level of implementation,
- accessible support, and
- sufficient resources to implement the program successfully. (02)

9. Diversion of Public Education Funds

The AEA is strongly opposed to the diversion of public education and other social program funds.

10. Privatization of Public Schools

The AEA opposes the privatization of public schools and public school employees, and the use of public funds to financial programs or schools for profit. The AEA calls upon state and locally elected officials to take appropriate measures to keep public schools in the public domain and subject to all laws relative to the functioning of school committees and boards in their respective communities. (08)

AEA believes that any retired school employee wishing to return to the profession only do so as a district employee. (09)

11. Voucher Plans

The AEA believes that voucher plans, tuition tax credits or funding formulas that have the same effect as vouchers—under which education is financed by federal, state or local grants to parents, schools or school systems—could lead to racial, economic and social isolation of students and weaken or destroy the public school system.

The AEA believes that legislation designed to establish or implement pre-kindergarten through grade 12

voucher plans is detrimental to the public interest and calls upon its affiliates to work for the defeat of such legislation. (00)

The AEA is vigorously opposed to governmental support of non-public education through such measures as tuition tax credits and voucher systems. The AEA believes its affiliates should take action as necessary to protect and promote public education. (17)

The AEA further believes an individual must be free to substitute or supplement, at his/her own expense, education in privately supported, non-public schools that meet Arizona Department of Education standards. (95)

12. Education Finance

The AEA supports Average Daily Membership as the basis on which funds are provided to school districts. The AEA is committed to raising the per-pupil funding for common school districts to the level of funding of high school districts.

The AEA supports legislation providing for an appropriate program of statewide bonding for university facilities.

The AEA believes that financial support and the necessary programs shall be provided to meet the needs of students affected by the Compulsory Attendance Law requiring the attainment of age 18 or high school graduation. (88)

13. School Budget Limits

The AEA believes that it is in the best interest of our society that school budgets include a factor for keeping up with inflation and be free of legislative limits in order to meet the needs of our youth. The AEA believes that local governing boards should be fiscally independent and restrictive limits should not be imposed on their budgets. (94)

14. Tax Reform

The Arizona Education Association believes that there is an undeniable link between a quality public education for every child and sustainable economic development.

The AEA believes that tax reform must be completed promptly and rationally. Tax reform should:

- a. increase tax fairness and raise revenue necessary to finance quality public education;
- b. prevent excessive reliance on property or any other single tax;
- c. assure that statewide uniformity in property tax be required;
- d. provide for increased local and state funding of public education. (93)

15. Education Tax Deductions

The AEA believes tax codes should allow for deduction of those expenses encountered by school employees which are necessary to effectively perform their duties. (00)

16. Governmental and Public Support for Public Education

The AEA believes that education should be provided from early childhood through adulthood. Public education should be integrated, should meet the needs of the individual and society, should be offered at public expense and should be required through the secondary school.

The AEA believes that appropriate governmental support of education at every level is of primary importance. The AEA will use lobbying, political action and public relations to advocate for such support. The AEA urges that each member be actively engaged in support of legislation which will improve the quality of and the public image of education and school employees. (13)

17. Support for Public Schools

The AEA believes public education is indispensable to national unity and equality of opportunity; promotes an educated workforce; and the maintenance of the enlightened citizenry necessary in our democratic society. The AEA calls for renewed support and recognition of the central role of the public schools in preserving, perfecting and providing leadership for our free society. (12)

18. Collaboration and Networking

The AEA believes in building collaborative relationships and networking with external organizations.

The AEA, as part of its networking and collaborative efforts, shall promote and address ethnic minority/diversity concerns.

The AEA Board of Directors and other concerned committees shall support cooperative inter-agency and inter-group efforts insofar as financially possible and shall encourage participation of the AEA membership at all levels. (91)

19. Public Relations

The AEA is committed to an effective public relations program which provides communications to the general public focusing on the passage of state and federal collective bargaining bills and mobilizing public support for public education.

20. Public Education Coalitions

The AEA shall support and encourage the extension of education coalitions. These coalitions should maintain support for the state and federal departments of

education. They should continue strong opposition to voucher systems and tuition tax credits. The coalitions should support full funding for all state and federally mandated programs and promote lobbying for appropriate state funding of public education. Members of the coalitions should include students, parents, school employees, school board members, administrators and patrons. (14)

21. Parental/Guardian Involvement

The AEA believes parents must be involved in their children's education and supports programs which facilitate their involvement such as

- a. programs conducted in an environment conducive for parental/guardian involvement, i.e. flexible timing, appropriate notification in appropriate languages, bilingual facilitators, etc.
- b. availability of English Language Learners (ELL) programs in adult education
- c. statutory provision for leave from work each year for parents/guardians to participate in school activities related to their children's education
- d. sponsorship by the AEA and local affiliates of recognition activities spotlighting parents and community members who support education. (17)

22. Site Councils

The AEA supports the institution of site councils as a means of establishing a site-based decision-making process. To achieve the goal of shared decision making, the AEA recommends that each site council, at minimum, includes representatives of certified and educational support professional employees who work at the site and parents of pupils who attend school at the site. The AEA also recommends that the membership of each site council accurately reflects each school's community. (11)

Furthermore, the AEA believes that each site council should develop clearly-defined guidelines for decision making. The AEA supports the empowerment of site councils to make decisions, within federal law, state statute, and local district policies including the parameters of local collective bargaining agreements, which impact their respective school sites. The AEA also believes that site council decisions must be enforced by the principal as policy for the school site. (09)

23. Private and Home Schooling

The AEA believes that all children must receive an education. The AEA also believes that while education should be compulsory, parents have the right to choose among public, private or home schooling for their children. (02)

The AEA believes that all private school teachers and home schooling teachers should have at least a B.A. (or equivalent) from an accredited college or have passed the Arizona Educator Proficiency Assessment. Every home engaged in home schooling must have an authorized instructor who stays in the home during their time scheduled for instruction. (17)

The AEA believes that every school-aged child in the state should take regular statewide mandated tests, so an objective record of learning can be maintained and monitored by the County Superintendent's office in each county.

The AEA believes that students who fail to meet standards in the statewide mandated tests shall be required to enroll in a state accredited institution or to submit an educational improvement plan to the county school superintendent. The county superintendent of schools shall be required to maintain accurate records of home-schooled and private school students and communicate the information and test scores to the district of attendance. (07)

The AEA believes that every school-aged child should meet periodically with a licensed health care professional so that health and physical development can be monitored. (00)

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