

RESOLUTIONS TASK FORCE REPORT
DSEA Executive Board
February 20, 2009

The Resolutions Task Force recommends the approval of the following amendments to the DSEA Resolutions document.

Bold underlined language represents proposed changes.

~~Strikethroughs~~ represent deleted language. *Italics* represent explanations.

Box is used to accentuate Resolution titles.

For further clarity, you can compare this document to your copy of DSEA Resolutions.

A-11 Basic Financial Support of Public Education [*new t.*]

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

- a. An increasing portion of public funds should be for direct instruction of the student.
- b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
- e. Local governing boards must be fiscally independent and restrictive limits must not be imposed on their budgets or long-term borrowing.
- f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income. Property re-assessment should take place on a regular basis in order to ensure this balance.
- g. School districts should not have to rely on referenda to raise funds for their schools.
- h. Provisions must be made for research, development, implementation, continuation, and improvement in education practices. Funding must be included for resources such as personnel, time for staff planning, training and professional development, facilities, equipment, and materials.
- i. Programs, where appropriate, must be provided for children needing early psychological diagnosis and treatment or therapeutic intervention and must be funded by the State.
- j. Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, and sexual orientation stereotypes in the public schools.
- k. Public funds shall not be expended for any materials used to promote race, gender, or sexual orientation stereotypes and/or bias.
- l. Public funds shall not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
- m. Funding should be greater for students facing social and economic challenges, as well as for students facing education challenges, (which may include but not be limited to Special Education, English Language Learners and Gift and Talented).
- n. Additional funding must be provided to cover the cost of achieving the goals of raising student performance, implementing new programs, and raising standards of student learning for all students.
- o. Any institution, agency, or individual receiving financial aid from federal, state, or local governments must adhere to all applicable state and federal laws, rules, and regulations.

- p. Full-day, every day kindergarten programs should be fully funded.
- q. Federal, state, and as appropriate, local governments should provide funds sufficient to make pre-kindergarten available for all three and four-year-old children.
- r. State and federal mandates affecting public education programs must be accompanied by adequate and equitable funding.
- s. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.
- t. **Funding for specialists, such as counselors and nurses, should be separate from staffing of teachers in a building in order to maintain recommended ratios for each specialty without impacting class size.**

The Association and its affiliates oppose the use of public revenues for private, parochial, or other nonpublic pre-K through 12 schools, unless such revenues are used for educational services that are not available in public schools. (2001, **2009**)

Suggested at the 2008 DSEA RA

A-26 District Consolidation/Deconsolidation

The Delaware State Education Association believes that any proposal that calls for the consolidation/deconsolidation of districts should be brought forth by locally elected school boards of affected districts.

The Association also believes that district consolidation/deconsolidation must employ a democratic process that meaningfully involves local associations and other stakeholders in all decision making.

The Association further believes that if districts undergo consolidation/deconsolidation, all education employees in the new district(s) should be treated equitably with no reduction in the salary, benefits, protections, bargaining rights, or due process rights of the employees. Employees of these public school districts should remain bargaining unit members of local, state, and national affiliates. (2009)

From new NEA A-36.

B-4 Dropout Prevention

The Delaware State Education Association believes high school graduation/completion must be a federal, state, and local priority.

The Association also believes that education systems should collaborate with parents/guardians and the broader community. Together, they should provide intervention, social/emotional and legal support, academic assistance, and career programs to ensure that pre-K through 12 students remain in school through the completion of high school graduation/completion requirements. (2009)

From new NEA B-5.

B-5 Expanding Student Graduation and Promotion Options

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

The Association also believes that states and local school districts should employ multiple options in determining graduation and promotion requirements.

The Association further believes that these options serve as valid indicators of readiness for postsecondary opportunities. (2009)

From new NEA B-6

B-33. Journalism Education

The Delaware State Education Association believes that freedom of speech and press are fundamental principles in our democratic society granted by the First Amendment of the United States Constitution, and these freedoms provide all people, including students, with the right to engage in robust and uninhibited discussion of issues in student media. (2009)

From new NEA B-54.

B-34. Individual Learning, Growth, and Development

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

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

The Association further believes in the use of developmentally appropriate instructional practices. Grade level labels do not accurately define our students. Such labels misinterpret student learning as primarily linear, sequential, and easily standardized. (2009)

From new NEA B-62

D-6 — Hiring Policies and Practices for Teaching Positions

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

— The Association further believes that individuals under consideration for teaching positions must have completed a teacher education program meeting NCATE standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.

— The Association believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (2008)

[Language already exists in D-20. See below. D-20 will not change.]

D-20 A Licensed Educator in Every Professional Position

The Delaware State Education Association believes that, to provide the highest quality of education to all students, hiring practices must ensure that all teaching positions be filled by highly qualified professionals. Teachers and paraprofessionals in positions that render them qualified as opposed to highly qualified should have the resources of their school district at their disposal and should have the supervising administrator help them in preparing a plan to help them reach the status of Highly Qualified. The Association also believes that hiring policies and practices must be nondiscriminatory and include provisions for the recruitment of a diverse teaching staff.

The Association further believes that individuals under consideration for teaching positions must have completed a teacher education program meeting National Council for Accreditation of Teacher Education (NCATE) standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.

The Association believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (2006, 2008)

D-21. Promote the Retention of Experienced Education Professionals

The Delaware State Education Association believes that experienced education professionals are valuable resources in the promotion of educational excellence. The Association also believes that experienced education professionals should be encouraged to remain in, or return to, the education profession. This encouragement should be accomplished through strategies consistent with DSEA policy, including, but not limited to, enhanced salaries and benefits, a supportive and respectful work environment, a reasonable workload, a secure pension accompanied by retiree health care benefits, and retirement enhancements that reward extended years of service. These strategies can be achieved through bargaining, legislation, or other means. (2009)

From NEA D-23

H-1 Civil Rights

The Delaware State Education Association is committed to the achievement of a totally integrated society. The Association calls upon Americans to eliminate—by statute and practice—barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, gender identification, age, disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. **The Association further believes that American institutions in both the public and private sectors should foster a culture that promotes universal respect for all people and that strongly discourages demeaning characterizations of people in relation to any of the factors listed above. [REWORDED NEA I-48]** Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All individuals must be assured a speedy and fair judicial process with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or amendment to the U.S. or state constitutions that curtail basic civil rights. (2008)

The Association deplors those social, institutional, and governmental actions and policies that engender discriminatory practices. The Association encourages its affiliates in concert with community organizations, to educate DSEA members and the public to bring about an awareness of such policies and practices, and to actively work to eliminate them. (1997, 2004) [OLD DSEA H-12] (2008, 2009)