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## MSEA 2019 Resolutions

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They set forth general concepts in clear, concise language, are broad in nature, state the positions of the Association positively and without ambiguity, and are consistent with the goals of the Association.

As members of MSEA, representing the organized education profession in this state, we believe in encouraging “the diffusion of knowledge and virtue, the extension of a judicious system of general education, the promotion of literature, the arts, sciences, agriculture, commerce, and manufactures, and the general amelioration of the condition of the People.”

Providing each student with the opportunity to learn is basic to the preservation of our form of government and to the well-being of our society. Therefore, the study, interpretation, and improvement of the educational program will continue to be a primary concern of MSEA.

As a state affiliate of the National Education Association, MSEA supports the resolutions of NEA as our national platform. (95)

### **General Policy of the Association**

#### **A. Improve Public Support for Public Education**

Decisions affecting public support for public education are political decisions. The improvement of public support for education will require MSEA to:

- a. conduct a political action program that results in members being recognized as an effective political force in the state;
- b. work for a balanced partnership of local, state, and federal governments in providing financial support for public education; and
- c. join with other groups to seek the enactment of legislative priorities affecting public education and public employees.

#### **A. I. Financial Responsibility for the Program**

MSEA believes in equal educational opportunities for each citizen of Maryland. The major responsibility for financing the total program of educational experience lies with the State of Maryland. All funding must come from dedicated revenue.

MSEA further believes the state should increase its financial commitment to public education to guarantee support to bring about improvement of current local programs. All such funds should be distributed on the basis of recognized differences in need.

MSEA believes that public funding for education at all levels should be limited to the support of public schools. Where public funds are presently provided to K-12 non-public schools, these funds should be discontinued (except for federal school lunch and milk programs). Until such funds are discontinued, these funds should be controlled by public education agencies and be limited to tuition-free schools that meet all the standards required of public schools.

48 MSEA also believes the federal government must continue to provide assistance to each state for  
49 the support of public education, including aid to federally impacted areas without assuming any  
50 control of educational policies and urges continued support by the Congress of the United States  
51 for expanded federal participation in the financing of elementary and secondary programs.  
52

53 MSEA further believes new programs mandated by the state legislature, the State Board of  
54 Education, or the federal government must include adequate funding for implementation to  
55 include materials, staff, and staff development; receipt of such funds must be in addition to, but  
56 not cause for reduction of, the level of local funding. (94, 97, 04, 05, 07, 10, 19)  
57

#### 58 **A.2. Financial Access to State Colleges, Universities and Technical Training Centers**

59 MSEA believes every qualified student who graduates from an accredited Maryland high school  
60 should be guaranteed financial access to state colleges, universities, and technical training  
61 centers. (88, 89, 94)  
62

#### 63 **A.3. Tax Limitation Proposals**

64 MSEA believes that as long as public schools do not have the taxing authority and are funded by  
65 state and local revenues, tax limitation proposals present a serious threat to adequate school  
66 funding. (88, 04)  
67

#### 68 **A.4. Taxation of Federal Properties and Installations**

69 MSEA believes the federal government should pay state and local governments a fee equal to the  
70 applicable state and local tax rates for such property and installations to the appropriate political  
71 subdivisions. (89, 06)  
72

#### 73 **A.5. Legislative Policy of the Association**

74 MSEA believes that an integral part of the success of its legislative program will require active  
75 participation by all education employees in the political life of their communities on the local,  
76 state, and national levels. Whether this political activity is non-partisan, bipartisan, or partisan,  
77 guided by the provisions of the Maryland Fair Election Practices Act, the Association must  
78 present a united front and inform all members of the facts, statements, records, and platforms  
79 concerning candidates for public office.  
80

81 MSEA also believes it is obligated to guarantee a full voice to all members, affiliated local  
82 associations, and departments in determining the program of MSEA. All interested members  
83 should be involved through legislative workshops, committee activities, and Representative  
84 Assembly meetings. (91, 94, 06, 12)  
85

#### 86 **A.6. Legislation and Educational Decisions**

87 MSEA believes the extraordinary regulatory authority legally delegated to the appointed State  
88 Board of Education to determine policies relating to the program of instruction has the potential  
89 for serious abuse of power and top-down decision making.  
90

91 MSEA also believes the legislature must ensure the protection of each child's rights to sound  
92 educational practices and programs and public education employees' rights to share in curricular  
93 and instructional decision-making.  
94

95 MSEA further believes that legislators should channel concerns for improvement in the program  
96 of instruction to state and local boards of education for proper consideration, rather than to

97 pursue such concerns through the legislative process, except when the public interest clearly  
98 demands legislative intervention. (87, 91, 92, 94, 96, 06, 11)

99  
100 **A.7. Parental Accountability**

101 MSEA believes parents have the initial and sustaining primary responsibility to provide for the  
102 development of moral, ethical, and spiritual values in their children, along with health training  
103 and a positive attitude toward learning.

104  
105 MSEA also believes effective schools have parental support for instructional and educational  
106 goals. Local education agencies (LEAs), in cooperation with local affiliates, should develop  
107 sound and effective school/community relations programs that ensure active and meaningful  
108 parental involvement.

109  
110 MSEA further believes it should encourage local affiliates to work with parent groups to  
111 determine, and improve upon, those skills for which parents should be more appropriately held  
112 accountable. (06, 07, 10, 13, 17)

113  
114 **A.8. Career and Technology Education**

115 MSEA believes career and technology education provides students with important skills and  
116 career opportunities so they may become productive members of our society. MSEA further  
117 believes that placement into career and technology education programs should be voluntary.  
118 Program opportunities must be increased and adequately funded to ensure proper  
119 implementation. (94, 04, 10)

120  
121 **A.9. Political Participation**

122 MSEA believes public education programs are significantly influenced by the decisions of  
123 elected or appointed officials. MSEA also believes education employees have the responsibility  
124 to directly influence the course of society by working for the improvement of their communities  
125 through active political participation; influencing decisions at all levels of government that affect  
126 schools, youth, and the teaching profession; supporting those candidates who demonstrate a  
127 broad understanding of community improvement at all levels; and encouraging and assisting  
128 potential voters, particularly those newly enfranchised, to register and become politically active  
129 citizens. (91, 94, 96, 05, 07)

130  
131 **A.10. Elected Boards of Education**

132 MSEA believes in elected local boards of education with boards elected by the jurisdictions they  
133 serve. MSEA also believes these elected school boards should have full taxing authority in order  
134 to meet the educational needs of the children of the community. MSEA further believes boards  
135 of education must be responsive to the concerns of the citizens they represent and must be held  
136 accountable for their actions. MSEA believes members of local boards of education should enroll  
137 their children in public schools. (94, 98, 04, 07, 17)

138  
139 **A.11. Composition of School Boards and Accessibility to School Board Meetings**

140 MSEA believes that school boards must be representative of the population within the school  
141 district.

142  
143 MSEA also believes that school board meetings should be held at times and places that allow  
144 employee and community involvement in educational decision-making and to guarantee their  
145 right to participate. (94, 96, 04)

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**A.12. Board of Education Evaluation**

MSEA believes it is necessary for all educational institutions to be held accountable in meeting the educational challenges of today.

MSEA also believes that the Association, in cooperation with the local associations, should establish and seek funding for a joint community-professional evaluation of local boards of education to consider the role and function of the board, its involvement and responsiveness to local associations and its total program commitments. (94, 04. 08, 19)

**A.13. Student Attendance**

MSEA believes that school attendance is essential for student success. MSEA also believes in full enforcement of mandatory school attendance laws. MSEA further believes that students and parents should be held legally accountable for adhering to these laws. (88, 89, 91, 04, 09)

**A.14. Community Relations**

MSEA believes positive community relations are a continuing obligation of the profession and in the best interest of the education of children. MSEA also believes local associations should maintain an ongoing internal and external public relations program and provide a two-way communications network with its members and the public. (94, 04)

**A.15. Coalitions**

MSEA believes in developing coalitions with the public sector and community organizations that share goals similar to those of the United Education Profession. (94, 96, 11)

**A.16. Teacher Involvement in the PTAs**

MSEA believes in the stated goals of the Maryland Congress of Parents and Teachers and urges local affiliates and PTAs to establish effective communications between teachers and the communities they serve.

MSEA also believes that the governing bodies and working committees of the local PTAs should include significant teacher representation to develop mutually beneficial programs. (88, 91, 04)

**A.17. Extremism and the Schools**

MSEA believes that the nationwide attack on the public schools and the teaching profession by extremist groups and the efforts of these groups to recruit young people in our schools should be condemned. MSEA also believes that our affiliates and members should actively oppose organizations whose objectives are antithetical to the basic philosophy of our public educational system. (87, 89, 90, 98, 06)

**A.18. Effective Communication and the Mass Media**

MSEA believes that orderly communication and interaction between professional educators and the community is in the best interest of educating each child.

MSEA also believes that educators should seek the cooperation of parents and all stakeholders concerned to influence the policies of the mass media and, at the same time, to help each child become an intelligent, critical viewer, listener, and reader. (87, 91, 94, 04, 07, 11)

**A.19. Media Services**

195 MSEA believes that all forms of media, including film, television, music, computer, and print  
196 media, play an important role in the education of the public.  
197

198 MSEA also believes that all media forms should be easily accessible to all. Visual media should  
199 include closed captioning for the deaf/hearing impaired and read-along captions on children’s  
200 commercial and educational programs.  
201

202 MSEA further believes auditory media should be available as needed for the visually impaired.  
203

204 MSEA believes that electronic media, including computer software, in the educational process  
205 improves the learning opportunities for students, improves the quality of instruction, improves  
206 the effectiveness of education employees, and reduces educational inequities.  
207

208 MSEA also believes that every school classroom, office, teacher workroom, and library/media  
209 center should have affordable, high-speed, seamless, and equal access to the Internet.  
210

211 MSEA further believes public education should have an opportunity to be served by cable  
212 television, provided the franchises granted stipulate that the firms involved provide such services  
213 without cost to any local public school systems, professional association, and public service  
214 groups.  
215

216 MSEA believes that action may be necessary to ensure that at least ten percent (10%) of any  
217 channels granted in a cable television franchise will be available for use by local public school  
218 systems, professional associations, and public service groups without charge. (06)  
219

#### 220 **A.20. Quality Media Programming for Children**

221 MSEA believes that emphasis on violence can offer no positive values to media viewers,  
222 particularly children, and that potential negative impact does exist.  
223

224 MSEA also believes that the quantity of high-quality media programming for children should be  
225 increased. (90, 94, 06, 08, 18)  
226

#### 227 **A.21. Legal Holidays**

228 MSEA believes that the following days in each and every year should be regarded as legal  
229 holidays and be duly observed as such, and no business, governmental, or educational  
230 institutions shall be in operation on these six days, except those institutions designated by law as  
231 emergency: the third Monday in January, known as “Martin Luther King, Jr.’s Birthday  
232 Observance”; the third Monday in February, known as “Presidents’ Day”; the last Monday in  
233 May, known as “Memorial Day”; the fourth day of July, called “Independence Day”; the first  
234 Monday in September, known as “Labor Day”; and November 11th, known as “Veterans’ Day.”  
235 All state association buildings, with the exception of the Annapolis office if necessary, should be  
236 closed on the national holiday designated for Martin Luther King, Jr. observance. We urge all  
237 local affiliates to close their offices for the Martin Luther King, Jr. holiday. (88, 89, 91, 05, 06,  
238 11)  
239

#### 240 **A.22. Historically Black Colleges and Universities (HBCUs)**

241 MSEA recognizes that historically black colleges and universities (HBCUs) continue to play a  
242 vital role in helping Americans in their efforts toward building a truly pluralistic society.  
243

244 MSEA believes that the programs of HBCUs should continue to be reviewed and updated so that  
245 they maintain diverse and quality faculties and student bodies.  
246

247 MSEA further believes its affiliates should be in the forefront of all efforts that seek to support,  
248 maintain, and promote these invaluable institutions, their programs, and their full participation in  
249 the mainstream of education. MSEA believes that closing, downgrading, or merging HBCUs is  
250 not in the best interest of the educational community. (16)  
251

## 252 **B. Professional Excellence for School Programs and Personnel**

253 MSEA believes that its members, along with administrators and the community, should take  
254 every opportunity to make positive changes in their schools. (96, 97)  
255

### 256 **B.1. Restorative Justice Practices**

257  
258 MSEA believes that Restorative Justice Practices help to create a positive, safe, equitable, and  
259 healthy school environment and culture. MSEA also believes that Restorative Justice Practices  
260 build and improve relationships that foster strong school communities and eradicate the school to  
261 prison pipeline. (new 19)  
262

### 263 **B.2. The Opportunity to Learn**

264 MSEA believes that each student must be guaranteed the opportunity for a free public school  
265 education in a safe, non-disruptive environment. This concept should be interpreted as  
266 justification for considering the implementation of supplemental services to prevent disruption of  
267 regular learning environments, and/or the institution of alternative programs or placements -  
268 other than regular school settings - for those students exhibiting chronic disruptive behaviors.  
269 MSEA also believes that, in order to maintain a safe learning environment, it is the responsibility  
270 of educators to effect immediate, temporary removal of such students from their classes. Upon  
271 such removal, a thorough investigation must be made using all available resources. When  
272 conditions for classroom order have been restored, then the student should be returned to class.  
273

274 MSEA further believes that school principals and/or appropriate school-level teams have the  
275 responsibility to recommend permanent removal should the investigation make it clear that  
276 available programs and resources are inadequate to ameliorate disruptive behavior. If these  
277 procedures are not followed, the teacher may appeal to the next authority level.  
278

279 MSEA believes that boards of education must provide quality educational support systems for  
280 students who have been removed from the school.  
281

282 MSEA also believes that local associations should seek contractual language creating joint  
283 board-association discipline task forces. The purpose of these shall be to develop a code of  
284 student conduct and to monitor all policies bearing on each student's opportunity to learn.  
285

286 MSEA further believes that in order to provide education employees of Maryland with the  
287 necessary tools to cope with disruptive student behavior in our schools, Local Education  
288 Providers (LEP) should allocate the resources necessary to provide staff support, in-service  
289 education, materials, supplies, equipment, special schools, and other facilities which will reduce  
290 or solve these problems. (94, 96, 06, 15, 18)  
291

### 292 **B.3. The Elimination of Discrimination and Sexism in Curriculum and Program**

293 MSEA believes in the concept of the equality of all individuals.  
294

295 MSEA also believes in eliminating factors in education that channel boys and girls into narrow  
296 roles and limit career choices. This should include programs that increase educators’  
297 consciousness of the different patterns of behavior, curricula offerings, expectations, rewards,  
298 and punishments presently administered to students according to their race, ethnicity, gender,  
299 sexual orientation, and social backgrounds.  
300

301 MSEA further believes that it is the responsibility of the entire educational community, including  
302 MSEA, as well as local, state, and federal governments, to develop policies and practices which  
303 would eliminate stereotyping and discrimination or bias for any reason. (96, 98, 05, 06, 10, 18)  
304

#### 305 **B.4. Mainstreaming and Inclusion**

306 MSEA believes that Federal Public Law 101-476 (IDEA) and the Rehabilitation Act Section 504  
307 and state laws ensure all children with disabilities will be educated in the least restrictive  
308 environment. Therefore, MSEA also believes in making every effort to provide positive learning  
309 experiences and appropriate placements for all students. MSEA further believes in the inclusion  
310 of students with disabilities when the following considerations are met:

- 311 a. the inclusion model provides a favorable learning experience;
- 312 b. students are prepared by appropriate transition experiences and guidance;
- 313 c. discipline policies and practices used by local education agencies consider the special  
314 needs of each individual child;
- 315 d. all educators participating in the inclusion model have equal input in decisions  
316 concerning the included student;
- 317 e. educators are prepared for these roles through system-provided in-service training with  
318 college and/or MSDE credit or by local boards of education in-service programs;
- 319 f. appropriate instructional materials (i.e. technology) and supportive services, such as  
320 hiring of qualified paraprofessional personnel or using student personnel services, are  
321 provided for the educator and the child with special needs;
- 322 g. modifications should be made in all class sizes, scheduling, and curriculum design to  
323 accommodate the shifting demands the inclusion program creates;
- 324 h. educators should be provided with sufficient time during the contractual workday to  
325 complete both case management duties (which includes but is not limited to testing,  
326 progress monitoring, writing Individualized Education Plans, writing progress reports,  
327 etc.), as well as instructional planning with the mainstreamed or inclusion student(s).
- 328 i. there is a systematic evaluation and reporting of program developments;
- 329 j. adequate additional funding and resources are provided exclusively for the  
330 implementation of the inclusion model;
- 331 k. the use of trained instructional assistants/paraprofessionals, co-teachers, and special  
332 education teachers is extended to all special areas as well as academic areas.
- 333 l. administrators and/or their designees are responsible for providing coverage for one-to-  
334 one hourly assistants, instructional assistants, special education teachers, and related  
335 service providers when such personnel are absent or pulled from providing specialized  
336 instruction. ((90, 91, 93, 94, 96, 98, 05, 09, 10, 13, 16)  
337

#### 338 **B.5. Continuance of Quality Education for All Students**

339 Public Law 101-476 (IDEA) mandates that “to the maximum extent appropriate, disabled  
340 children are educated with children who are not disabled.” Section 504 and state laws extend  
341 services to the needs of all students.

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MSEA believes in placement in a least restrictive learning environment, provided all students in the classroom continue to receive quality education. MSEA also believes that decisions about student placement must be made by the school educational TEAM: teachers, administrators, other school personnel, and guardians. MSEA further believes that, when warranted, teachers should have the right to document concerns regarding placements for individual students. Such documentation should be made available to the IEP team for its review. (93, 99, 01, 05, 09, 18)

### **B.6. Supplementary Programs for Students**

MSEA believes educational programs must be developed and improved to meet the needs of all students regardless of abilities.

MSEA also believes that such programs should emphasize a broad range of activities for responding to students' varied needs and that teachers must have a major role in designing these programs and the opportunity to work with other appropriate education employees to supplement the services provided in the classroom.

MSEA further believes that funding for these services and for development of programs at the state and local levels must come from additional monies and not the reallocation of current education funds.

Affiliates are encouraged to negotiate and lobby for the training and hiring of professionals to meet the needs of these students. (91, 93, 95, 97, 01, 05)

### **B.7. Program of Instruction**

MSEA believes that people serve the community best when the educational program meets their needs and that this can be best achieved through state support for programs that will provide appropriate, differentiated instruction for all students regardless of age, gender, race, ethnicity, creed, disabilities, sexual orientation, or intellectual capability.

MSEA also believes that curricula will be improved by involving classroom teachers in a meaningful way in the development of curricula according to the needs of the pupils they teach. Such involvement should be made possible by providing release time or appropriate compensation.

MSEA further believes that Early Childhood Education is a critical component of closing the achievement gap for all students. MSEA believes that all children should have access to developmentally appropriate, fully funded, public pre-K and kindergarten programs.

MSEA also believes in the concept of career education in all educational endeavors and disciplines to develop an appreciation for the dignity of work and to develop a salable skill.

MSEA further believes in the improvement of education by greater emphasis on college and career readiness initiative through the expansion of:

- a. vocational/technical education (including the full implementation of the Vocational Education Amendments of 1968);
- b. programs for special education (including implementation of all federal and state aid to support them);

- c. library media programs (including the employment in every subdivision of at least one full-time professionally library-certificated media supervisor);
- d. distance learning development and utilization throughout the state as a means of enriching local educational programs; and
- e. instruction in the use of electronic media, including the Internet.

MSEA believes that education in human growth and the development of the individual is an integral part of the school curriculum at the appropriate age and maturity of the student.

MSEA also believes that education employees, boards of education, and parents must be involved in the development and continuing refinement of sex education programs. MSEA further believes that procedures should be included to permit parents to have the opportunity of withdrawing their children from such programs. (91, 93, 94, 95, 96, 98, 05, 06, 13, 14)

### **B.8. Teacher Rights and Responsibilities**

MSEA believes it to be imperative that teachers participate in the development and implementation of programs within their disciplines. MSEA also believes the following are specific rights and appropriate responsibilities of teachers:

1. identifying the educational needs of students within the limits of the teacher's certification; and
2. developing plans to meet the educational needs of students by working within existing guidelines, programs, goals, and objectives of the local education agency and/or the state.

This includes, but is not limited to:

- a. selecting appropriate methodology;
  - b. selecting and utilizing materials of instruction;
  - c. providing a safe and conducive learning environment;
  - d. evaluating individual performance; and
  - e. providing non-teaching time during the school day for the sole purpose of developing, evaluating, revising, and planning for the implementation of the specific learning objectives.
3. Consulting with appropriate personnel and/or parents regarding the delivery of educational services;
  4. Referring students requiring unique or specialized educational services to appropriate personnel and/or programs;
  5. Developing and making decisions with administration, regarding programs, goals, and objectives. Factors to be considered include, but are not limited to:
    - a. the validity of programs, goals, and objectives;
    - b. the adequacy of resources available; and
    - c. the ability to assess accurately the achievement of programs, goals, and objectives.(88, 89, 90, 91, 96, 97, 05, 15)

### **B.9. Instructional Staffing and Class Size**

438 MSEA believes all children deserve an opportunity to learn with consideration given to each  
439 child's learning style and that children learn best in learning environments that allow the teacher  
440 to provide for individualization of the instructional program and quick attention to each child's  
441 problems and needs.

442  
443 MSEA also believes that, to achieve optimal education outcomes, establishment of  
444 instructionally appropriate pupil-teacher ratios is imperative. MSEA further believes that an  
445 optimal class size of 15 should be the goal in regular classes and, in programs for students with  
446 exceptional needs, a proportionally lower number that complies with the student's IEP.  
447 Flexibility is required when determining instructionally appropriate class sizes in order to meet  
448 each child's needs.

449  
450 MSEA believes that the curriculum and methods of instruction for each grade, subject, and  
451 special education area are unique. Special consideration must be given to these unique  
452 characteristics in determining workable teacher loads and teacher-pupil ratios. Site-based teams  
453 must be consulted to determine acceptable class sizes and teacher loads for their respective areas  
454 of competence.

455  
456 MSEA also believes that administrators, librarians, counselors, specialists, etc., should be  
457 excluded in calculating pupil-teacher ratios. Their inclusion results in an inaccurate accounting  
458 of the actual number of students in the classroom setting. MSEA further believes that the need  
459 for constructive class size demands that local associations should be involved in decisions  
460 regarding administrative and supervisory positions to make sure such positions are not  
461 established at the expense of classroom teacher positions.

462  
463 MSEA believes that decisions pertaining to the organization of a school are the prerogative and  
464 the responsibility of site-based teams consisting of a majority of classroom teachers. The  
465 teachers on these teams must represent all instructional specialties affected by the team's  
466 decisions. These decisions include:

- 467 a. the utilization of the staff;  
468 b. the grouping of students for instruction and school-related activities; and  
469 c. the scheduling of time and space. (95, 96, 97, 98, 05)

470  
471 **B.10. Accountability in Education**

472 MSEA believes that parents, education employees, and the business community working  
473 collaboratively share the responsibility in educational decision making. Education employees  
474 should be accountable only to the degree that they share responsibility in educational decision  
475 making. The guarantee that each child has an opportunity to learn is the responsibility of the  
476 entire public school community including legislators, other governmental officials, local school  
477 boards, administrators, other education employees, parents, students, and taxpayers.

478  
479 MSEA also believes individual teachers, local school departments, grade levels, and teaching  
480 teams must have final responsibility for defining specific learning objectives for which they are  
481 responsible. Individual teachers or teacher committees should develop broad learning objectives  
482 after utilizing input from appropriate education employees, the local community, and the school  
483 board. Individual teachers should use such input to define specific learning objectives for which  
484 they will be accountable.

485

486 MSEA further believes that accountability and assessment programs should in no way infringe  
487 upon the teaching techniques used by the individual teacher. The development of specific  
488 learning objectives at the classroom level should be used to improve communications and  
489 promote more favorable relationships among parents, students, and teachers.  
490

491 MSEA believes that systems of accountability disproportionately emphasize cognitive (skill-  
492 oriented) goals. MSEA also believes affective (value-oriented) goals contribute as significantly  
493 to the total education and growth of the individual as cognitive goals. Any accountability system  
494 must emphasize both the affective and cognitive domains equally before its implementation.  
495 MSEA further believes that accountability must rely on multiple measures of assessment and that  
496 assessment accountability programs must not limit the breadth and scope of learning to which  
497 students are exposed.  
498

499 The professional judgment of the teacher is the most important aspect to be considered in  
500 determining the progress of students toward meeting the educational goals of the school. The  
501 achievement of each child should be considered individually. (91, 93, 94, 96, 03, 05)  
502

### 503 **B.11. Retention and Promotion Policies**

504 MSEA believes that decisions regarding promotion and retention of students should be based  
505 upon the judgment of educational teams, consisting of teachers, administrators, other school  
506 personnel, and parents. Student report card grades should rest solely within the professional  
507 discretion of the teachers.  
508

509 MSEA also believes that educators, administrators, school board members, and parents should  
510 actively seek to end social promotion of students or grade-level advancement based primarily on  
511 age. A process of alternative instructional programs, as well as credit recovery, should be  
512 provided for those students who are not prepared for promotion. Any practice or policy intended  
513 to address the issues noted in this section should be closely monitored by the school districts in  
514 order to ensure compliance and accountability are maintained.  
515

516 MSEA further believes that special education students' needs may vary from traditional grade  
517 level expectations. School teams may need to consider retention/promotion based on  
518 individualized goals. (95, 96, 05, 16, 19)  
519

### 520 **B.12. Graduation Requirements**

521 MSEA believes that the Maryland State Board of Education should recognize that when students  
522 fulfill their graduation requirements through MSDE-approved alternative means, the schools  
523 should receive statistical credit. (New 09)  
524

### 525 **B.13. Addressing Student Discipline Problems**

526 MSEA believes that to provide education employees with the necessary tools to cope with the  
527 increasing level of undesirable student behavior and unsafe disruptive environments in our  
528 schools, the State of Maryland should provide whatever funds are necessary to ensure staff  
529 support, professional development, education, materials, supplies, equipment, special schools,  
530 and other facilities to remediate these problems. (New 10)  
531

### 532 **B.14. Dropout Prevention**

533 MSEA believes that high school graduation must be a federal, state, and local priority.  
534

535 MSEA also believes that school systems, working collaboratively with parents/guardians and the  
536 broader community, should provide interventions, social/emotional and legal supports, academic  
537 assistance and career programs to ensure that students pre-K through grade 12 remain in school  
538 through the successful completion of high school graduation requirements.  
539

540 MSEA further believes in advocating for all students who are at high risk of dropping out, i.e.,  
541 low income students, English language learners, the homeless, racial and ethnic minorities,  
542 habitual truants, those with academic failure, and those in special education. (New 09, 18)  
543

#### 544 **B.15. Truth in Testing**

545 MSEA believes that intelligence, aptitude, and achievement tests have historically been used to  
546 differentiate and discriminate rather than to measure performance and have, therefore, prevented  
547 equal educational opportunities for all students, particularly minorities, students with disabilities,  
548 lower socioeconomic groups, and women. MSEA also believes that research on the structure of  
549 the intellect identifies multiple and varied mental operations and advances the significant  
550 premise that these operations can be taught, and that intelligence is dynamic rather than fixed.  
551 MSEA opposes the use of such test results as the sole factor to determine placement or  
552 promotion. (87, 91, 93, 05)  
553

#### 554 **B.16. State Test Scores**

555 MSEA believes the Maryland State Department of Education test scores do not accurately  
556 indicate the strengths and weaknesses of instructional programs and, therefore, should not be  
557 used by the state board to evaluate school systems, individual schools, or teachers. (90, 94, 09,  
558 17)  
559

#### 560 **B.17. Professional Responsibility and Student Records**

561 MSEA believes that teachers should give careful consideration to the preparation and use of  
562 student records. (91, 94, 99)  
563

#### 564 **B.18. Maryland Assessment Program**

565 In the event that valid and reliable test scores can be obtained, MSEA believes that the  
566 appropriate uses of test results will include:  
567 a. provisions to inform teachers at the building level, in a timely manner, regarding the  
568 ability of students to apply knowledge and skills;  
569 b. the basis for future school improvement efforts when generated locally by teachers  
570 and combined with other information;  
571 c. provision of data on school and student performance relative to the areas tested; and  
572 d. acquisition of information to assist schools in need of ideas, resources, and strategies  
573 to improve their ability to meet the educational needs of students. (92, 93, 02, 05, 12)  
574

#### 575 **B.19. Standardized Test Scores for College Admission**

576 MSEA believes that a student's performance on standardized tests should not be the sole  
577 determinant for college admission. MSEA also believes standardized tests should be closely  
578 scrutinized for cultural bias in an effort to reduce the possibility of discrimination against  
579 minority and/or economically disadvantaged students. (89, 96, 09)  
580

#### 581 **B.20. School Counseling Services**

582 MSEA believes that guidance and counseling services should be integrated into the entire  
583 educational system, beginning at the pre-kindergarten level. MSEA also believes that

584 Counseling Comprehensive Developmental Program should be aligned with American School  
585 Counseling Association (ASCA) standards to provide adequate and more effective intervention  
586 services to all students. MSEA further believes guidance and counseling services should be  
587 provided in a manner that establishes counselor/student ratios which allow ample time for  
588 meaningful assistance to students, thereby enabling said students to realize their full potential in  
589 all areas of growth and achievement. (88, 93, 11)  
590

### 591 **B.21. Home-Schooling**

592 MSEA believes that the current Maryland State Board of Education Bylaw is inadequate to  
593 ensure quality instruction; instructor qualification, monitoring, and evaluation; and approval of  
594 time-based instruction. Public school funds should not be used for the purchase of instructional  
595 materials, equipment, and related goods necessary for home schooling. For any voluntary home  
596 instruction program to be considered an adequate substitute for school, the parents or guardians  
597 would have to establish the following:

- 598 a. that they are certificated to instruct the child;
- 599 b. that the child is receiving instruction comparable to that which he or she would receive in  
600 school; and
- 601 c. that the facilities, time, and manner of instruction are also comparable.  
602

603 MSEA also believes that non-school, home-based, and charter school students should comply  
604 with the same state-mandated testing required of public school students. (88, 90, 91, 94, 05, 11,  
605 12)  
606

### 607 **B.22. Student Teaching Programs**

608 MSEA believes that realistic practice teaching can be the most important phase in the preparation  
609 of new teachers. This should be done under the guidance of professional educators who possess  
610 demonstrated effectiveness and broad experience in the classroom. MSEA, therefore,  
611 recommends the following guidelines within four crucial areas for concern:  
612

- 613 a. Selection and Responsibilities of Cooperating Teachers  
614

615 Professional educators who choose to serve as cooperating teachers should have taught in  
616 the subject or grade area for a minimum of four years and must be above average in the  
617 performance of their duties as evaluated by their local systems. Time during the school  
618 day apart from any other teaching responsibility must be available for conference and  
619 planning between the student teacher and the cooperating teacher. The cooperating  
620 teacher should evaluate the practice teacher at the end of the period of assignment, in  
621 accordance with the person(s) responsible for the student teacher program. In the event  
622 of an unsatisfactory professional relationship, the cooperating teacher should have the  
623 right to discontinue working with the student teacher. To ensure maximum utilization of  
624 professional talents, no cooperating teacher should be responsible for more than two  
625 student teachers during any one school year.  
626

- 627 b. Coordination between Professors, Cooperating Teachers, and the Local Administrative  
628 Staff  
629

630 A clear understanding of the roles and expectations of the cooperating teacher and the  
631 supervising college professor should be developed through meaningful conferences,  
632 especially prior to and during all phases of practice teacher assignment. Further, college  
633 methods courses should include participating classroom teachers in the instruction,

634 demonstration, and discussion phases of the college program.

635  
636 The student teacher should be provided with varied experiences at all levels of accepted  
637 teacher responsibility, including those tasks that may in the future be turned over to  
638 instructional assistants/paraprofessionals and clerical staff under the supervision of the  
639 classroom teacher. The student teacher should spend more time in the practice school  
640 situation. A practice teaching assignment should be contracted for a period of at least one  
641 semester and should include all necessary exams, evaluations, and assignment of grades  
642 normally encountered during this time.

643  
644 Competent professional guidance of practice teachers should be recognized by an  
645 adequate remuneration per semester to the cooperating teacher by the college or  
646 university with whom the contract is in force.

647  
648 The evaluation of the student teacher by the cooperating teacher should be included in the  
649 evaluation of the student teacher by the college professor and be reflected in any grades  
650 assigned by the college professor. Student teachers should maintain an average of “C” or  
651 a passing average in a pass/fail system in the subject and professional areas of their  
652 studies.

653  
654 c. Recommendation for Statewide Standards

655  
656 Minimum statewide standards for the student teacher program should be developed and  
657 adhered to by the colleges, universities, and professional education associations involved  
658 in teacher preparation. These standards should include length of practice teaching time,  
659 prerequisite courses, minimum evaluation forms, etc. Certification should be granted  
660 only to those who have been involved in student teaching programs that meet these  
661 standards and guidelines. MSEA supports the establishment of a State Coordinating  
662 Council for Field Experiences in Teacher Education by the State Board of Education to  
663 assure the development, implementation, and maintenance of quality field experience  
664 statewide.

665  
666 d. Liability and Responsibility of Student Teachers

667  
668 Practice teachers must be included in those areas of liability and responsibility that are  
669 normally related to professional educators. Practice teachers interacting with students in  
670 schools should both assume these responsibilities and be protected from liabilities not  
671 otherwise associated with the practice of our professional duties. In this regard, a legal  
672 counsel should draw up guidelines for state bylaws or statutes, which reflect our concerns  
673 for practice teachers. (91, 92, 96, 03, 05, 11)

674  
675 **B.23. Teacher Education Programs**

676 MSEA believes that teacher education programs should meet high standards in preparing pre-  
677 service teachers, as well as in assisting practicing teachers in expanding their professional  
678 repertoires. Therefore, institutions should be expected to continue effective programs and to  
679 develop new programs. Expectation of program improvement implies that the institutions should  
680 be free from unnecessary regulation. This expectation allows the institutions to offer programs  
681 which meet the diverse needs of the developing professional, including an open-door policy in  
682 the public schools of the state of Maryland to enable education students in the colleges and  
683 universities to have early classroom experience. MSEA also believes that any professional

684 preparation program should be judged only by the competencies of its graduates as demonstrated  
685 in professional practice over significant periods of time. (94, 99, 01)  
686

#### 687 **B.24. Recruitment and Retention of Teachers and Other Education Employees**

688 MSEA believes that more emphasis should be placed on the recruitment and retention of  
689 certificated and support staff. MSEA also believes teacher certification requirements should not  
690 be diminished as a method of overcoming teacher shortages.  
691

692 MSEA further believes that all professional associations, school systems, administrators, and  
693 colleges should carefully consider the following:

- 694 a. publicity and public relations programs that recruit personnel meeting the high  
695 standards endorsed by MSEA;
- 696 b. intensive recruitment of minorities into the education profession to increase the  
697 percentage of minority educators;
- 698 c. new approaches to salary scales based on recruiting and retaining only personnel  
699 eligible for the Standard Professional Certificate or better; the salary must be made  
700 competitive enough to attract and retain an adequate supply of fully certificated  
701 teachers;
- 702 d. more effective approaches to the training, recruitment, and retention of teachers for  
703 the disadvantaged and exceptional child;
- 704 e. development and enforcement of improved working conditions including adequate  
705 planning time each student day in addition to the duty-free lunch period; such  
706 planning time should be no less than 15 percent of the student day;
- 707 f. development of pay scales competitive with industry and government pay scales for  
708 educational support staff;
- 709 g. development of programs for the purpose of retraining teachers in fields of declining  
710 enrollment for fields with increasing enrollment;
- 711 h. new approaches to professional growth, training, and certification, which will help  
712 more teachers to be successful and satisfied in their profession;
- 713 i. continuous evaluation and upgrading of teacher education programs at all levels in  
714 Maryland colleges and special consideration in employment of competent graduates  
715 from these institutions;
- 716 j. particular attention and assistance to improve the student-teacher program and the in-  
717 service training of beginning teachers; and
- 718 k. greater participation by local associations in the development and implementation of  
719 specific criteria for granting tenure to new teachers. (89, 91, 96, 00, 05, 10, 18)  
720

#### 721 **B.25. Professional Status of Teachers**

722 MSEA believes that high professional standards must be maintained to provide the best possible  
723 education for each child in Maryland.  
724

725 MSEA also believes that only those teachers who meet the established certification requirements  
726 should be employed. Teachers should participate in the development and implementation of in-  
727 service training and other planned programs of professional growth. To supplement and extend  
728 in-service programs for teachers, local associations should negotiate professional leave and  
729 reimbursement of expenses during such leave. (88, 89, 94, 97, 98, 00)  
730

#### 731 **B.26. Teacher Mentoring Programs**

732 MSEA believes that teacher mentoring programs are an essential component of teacher retention.

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MSEA also believes that adequate funding and staffing are vital to the success of mentoring programs. Mentoring programs are only successful when the ratio of mentors to mentees is small.

MSEA further believes that only qualified teachers with classroom experience should supervise mentoring programs. MSEA believes the use of mentor-generated evaluations and feedback as justification for the dismissal of mentees is inappropriate and should not be used. (01, 05, 10)

**B.27. Released Time for In-service**

MSEA believes that local associations should seek to obtain provisions in their negotiated agreements providing for local school systems to devote sufficient time during the school year for staff participation in the study of proposed changes in curricula, the inclusion of model staff organization, educational technology, public concerns about education, parent conferences, and related issues and activities. (88, 90, 93, 94, 96, 04, 05, 07)

**B.28. Teacher Expectations/Student Achievement**

MSEA recognizes the implications of research findings that indicate there is a direct and positive correlation between teacher expectations and student achievement. As a consequence of the findings, we believe that teachers must continue to strengthen their efforts to develop and demonstrate expectations that each student can achieve academically and to cultivate individual talents. In support of this belief, teachers' skills in establishing and relaying such expectations should be enhanced by expanding teacher education/in-service programs to include, but not be limited to, information on the changing role and composition of the family, the dynamics of intergroup communications, and direct training in the relationship between teacher expectations and student achievement.

MSEA also believes that the Maryland State Board of Education, the local boards of education, and teacher training institutions in the State of Maryland should develop and present effective teaching models which will train current and future teachers in the relationship between teacher expectations and student achievement. (94, 97, 00, 04, 16)

**B.29. Education Employee Evaluation**

MSEA believes that successful job performance can be broadly identified and that employers and employees need to agree upon objective criteria to foster a climate of cooperation in an evaluation process that allows for stylistic variations of the employee and the evaluator.

MSEA also believes that the proper goal of the evaluation process for education employees is for the improvement of their job performance.

MSEA further believes that the evaluation process and criteria must be subject to collective bargaining, included in negotiated agreements and be subject to the grievance procedure. MSEA opposes efforts by the Maryland State Department of Education to pre-empt local agreements with mandates for educator evaluations. (96, 97, 04, 10)

**B.30. Competency-Based Certification**

MSEA believes that certification and renewal of certification in Maryland should in conformity with best practice and recent research on preparation for the teaching profession. Further, MSEA opposes the use of employee evaluations in the certificate renewal process unless the

782 evaluation(s) are done in conformity with MSEA Resolutions on Education Employee  
783 Evaluation and Tenure-

784  
785 MSEA also believes it is inappropriate to require certified, experienced teachers to take Praxis or  
786 similar exams as a requirement for continued employment or re-certification.  
787

788 The Professional Standards and Teacher Education Board must be aggressive in securing teacher  
789 input on proposed changes in certification requirements and teacher education programs before  
790 taking action. (91, 94, 03, 08, 10, 19)  
791

### 792 **B.31. Placement Outside Field of Certification**

793 MSEA opposes the placement of teachers out of their field of certification. MSEA believes local  
794 affiliates should take measures through collective bargaining and community organizing  
795 activities to heighten the knowledge of community leaders and parents about the disadvantages  
796 of involuntary utilization of teachers in out-of-field positions.  
797

798 MSEA also opposes federal, state, or local mandates that compel local school boards to deem  
799 any professionals teaching out of their field of certification as not highly qualified and to disclose  
800 such information about individual teachers to the parents of children they are teaching.  
801

802 MSEA believes that teachers should decline voluntary assignments used by the employer to  
803 diminish the work force or to avoid the employer's obligation to employ fully certificated staff,  
804 and that teachers should only be placed out-of-field under the following circumstances:  
805

- 806 a. The teacher and the local school system believe he or she is competent to teach in that  
807 subject area.
- 808 b. There is a demonstrable need.
- 809 c. There is no fully certificated teacher available.  
810

811 MSEA also believes that the employer should be required to provide a written statement, at least  
812 twice a year, documenting efforts made to secure a certificated teacher.  
813

814 MSEA further believes that in the event of out-of-field placement, the following conditions must  
815 be met:

- 816 a. The teacher is provided with extra planning time and assistance.
- 817 b. The teacher is not formally evaluated for his or her performance in the out-of-field  
818 placement.
- 819 c. The local system continues to make every effort to find a certificated teacher.
- 820 d. The efforts of the local system to find a certificated teacher are documented.
- 821 e. The teachers are provided with adequate time and funds to attain full certification  
822 necessary in the out-of-field area. (91, 93, 03, 04, 07)  
823

### 824 **B.32. Assignment of Excessive and/or Extraneous Duties**

825 MSEA believes the assignment of any non-instructional duty impinges on the ability of teachers  
826 to perform their most vital professional functions. MSEA also believes the teachers' professional  
827 workday shall be dedicated to lesson planning, delivery of instruction, and evaluation of  
828 assessments of student learning. MSEA further believes that the delegation of any new initiative,  
829 program or task must be evaluated in terms of its effect on the individual teacher's ability to  
830 organize and deliver instruction and assess its effectiveness.

831

832 MSEA believes expanding the range and scope of educators' duties must be accomplished only  
833 through negotiation with consideration of the consequences for an effective instructional  
834 program. (New 06, 19)

835

### 836 **B.33. School-Based Teams**

837 MSEA believes that teams of school-based educators should be established through a system of  
838 elections that are open only to association members of the staff, by grade, subject area, or  
839 assignment as appropriate, for the purpose of determining appropriate policy, instructional, and  
840 organizational decisions, consistent with the operative collective bargaining agreements, for the  
841 improvement of the education of the children in the school. (92)

842

### 843 **B.34. Association Involvement in Instruction and Professional Development**

844 MSEA believes that teachers (through their local, state, and national associations) should be  
845 involved as professionals in all steps of the decision-making process related to curriculum.  
846 MSEA also believes that educators should be involved in the design and implementation of  
847 instruction and professional development. MSEA also believes that local jurisdictions should  
848 encourage the implementation of programs that empower educators in the educational decision-  
849 making process. (89, 96, 04, 07, 19)

850

### 851 **B.35. Association Involvement in Professional Development for Education Employees**

852 MSEA believes that support staff should be involved in all steps of the decision-making process  
853 related to each classification's job responsibilities and professional development. MSEA also  
854 endorses and promotes activities and professional development that will ensure such  
855 involvement. (96, 05, 07)

856

### 857 **B.36. Health Room Personnel**

858 MSEA believes that every school in the state should be provided with a full-time, registered  
859 professional nurse certified in school health and paraprofessional certified health personnel as  
860 determined by local needs based on an analysis of the school health program.

861

862 MSEA also believes health room personnel should be provided with all necessary standard and  
863 emergency medical supplies as determined by the needs of the school population both student  
864 and adult.

865

866 MSEA further believes supervision should be provided for the nursing and paraprofessional  
867 health personnel by a registered nurse qualified through education and experience in school  
868 nursing and/or supervision. School health personnel and their supervisors should have specific  
869 training for helping students with disabilities adjust to school routines. This service should be  
870 fully funded by the State of Maryland in addition to all current state appropriations and formulas.  
871 (89, 00, 06)

872

### 873 **B.37. Ethics of the Education Profession**

874 MSEA believes that certain social relationships between education employees and students are  
875 inappropriate. MSEA also believes that an education employee who has a sexual relationship  
876 with a student is not only acting unprofessionally and unethically, but illegally and immorally.  
877 (93, 96, 03, 04)

878

### 879 **B.38. Black History and Culture Curriculum**

880 MSEA supports the-deliberate and intentional infusion of Black history and culture into the  
881 curriculum of Maryland schools throughout the school year. MSEA also encourages its local  
882 affiliates to become involved in the promotion and implementation of Black history and culture  
883 curriculum. (91, 94, 95, 19)  
884

### 885 **B.39. Multicultural Education**

886 MSEA believes that multicultural educational curricula are essential to developing students who  
887 are aware of, appreciate and respect the history, diversity and lifestyle differences of groups of  
888 all people. MSEA further believes that multicultural education should be infused in all aspects  
889 of leaning throughout the education of all students. (new 19)  
890

### 891 **B.40. College and Career Readiness**

892 MSEA believes that each student graduating from a secondary school in the State of Maryland  
893 must do so with adequate college preparation and/or career skills to make each a more  
894 productive citizen as set forth by the Maryland State Department of Education.  
895

896 MSEA also believes that the MSDE should secure all necessary funds for mandated programs  
897 and technological training. (94, 95, 96, 98, 03, 06, 07, 19)  
898

### 899 **B.41. Technology in the Educational Process**

900 MSEA believes that technology, wisely used, can provide new opportunities for developing  
901 skills and expanding knowledge.  
902

903 MSEA also believes in the creative and innovative use of media for improving instruction and  
904 for self-evaluation of professional competence. (17)  
905

906 MSEA further believes that education employees at each site should participate in planning and  
907 implementing the appropriate use of instructional technology and in developing the necessary  
908 curricula and materials for use with instructional technology.  
909

910 MSEA believes that the implementation of instructional technology must be accompanied by  
911 adequate materials and staff development.  
912

913 MSEA also believes that adequate security measures must be implemented to protect all aspects  
914 of confidential information of both students and education employees. (91, 96, 97, 01, 03, 04, 06,  
915 15)  
916

### 917 **B.42. Science Education**

918 MSEA believes that the content in science education must be based on empirical evidence  
919 derived from the scientific method.  
920

921 MSEA also believes that content and curriculum must be based on the Next Generation Science  
922 Standards (NGSS). (03, 05, 06, 19)  
923

### 924 **B.43. Fine and Practical Arts Education**

925 MSEA believes that fine and practical arts programs should be an integral part of this nation's  
926 elementary and secondary (K-12) school curricula.  
927

928 MSEA also believes that local affiliates should promote, implement, and expand the fine and  
929 practical arts in the curricula of their school systems.  
930

931 MSEA further believes that local funding authorities should provide adequate financial support  
932 for the fine and practical arts. (91, 04, 07, 15)  
933

#### 934 **B.44. World Language Education**

935 MSEA believes that the acquisition of a second language and the maintenance of a child's first  
936 language are vital parts of the educational experience and that those who leave school speaking  
937 more than one language will be more competitive in the global marketplace. MSEA also believes  
938 that the cumulative hours of exposure to the target language during a student's educational career  
939 are the most important determinant leading to fluency in two languages, and that students should  
940 have the opportunity to acquire age-appropriate world language skills from an integrated  
941 curriculum throughout the pre-K-12 experience.  
942

943 MSEA further believes in the maintenance of current programs and the continued development  
944 of world language instruction.  
945

946 MSEA believes that, to improve training and to enhance the instructional program, teacher  
947 preparation programs and local jurisdictions should encourage all world language teachers to  
948 participate in teacher exchange programs in a culture where the subject language is spoken.  
949

950 MSEA also believes that, in view of various college entrance requirements, careful consideration  
951 should be given to requiring world language studies for students preparing to enter college or the  
952 workforce. (93, 04, 08, 10, 15, 16)  
953

#### 954 **B.45. Health Education**

955 MSEA believes that health education throughout the state should be continued and strengthened  
956 in both quality and quantity.  
957

958 MSEA also believes health education should be taught in each of the grades, K through 12, with  
959 adequate time allotted within the student day to present these units.  
960

961 MSEA further believes training must be provided within the workday for the classroom teachers  
962 required to teach new health units. (92, 04, 06)  
963

#### 964 **B.46. Physical Education**

965 MSEA believes that physical fitness is an integral element of a student's education, benefiting  
966 physical and mental health, lifelong wellness, and the student's ability to learn.  
967

968 MSEA also believes that daily physical education in all grades, pre-K-12, is a crucial part of a  
969 comprehensive curriculum.  
970

971 MSEA further believes that funding authorities should provide adequate financial support to  
972 ensure daily physical education in all public schools in Maryland. (03, 04, 07)  
973

#### 974 **B.47. Nutrition Education Program**

975 MSEA believes nutrition education can establish a solid foundation for lifetime nutritional  
976 practices and should be continued and expanded in all grades pre-K-12.

977  
978 MSEA also believes foods of low-nutrient density or which do not meet U.S. Dietary Guidelines  
979 should not be dispensed or sold to students during school hours.  
980

981 MSEA further believes that school cafeterias in Maryland should adjust their daily menus to  
982 provide minimum amounts of fat, salt, sugar, and low-nutrient starches. (91, 94, 99, 00, 06, 07)  
983

984 **B.48. Programs for English Language Learners**

985 MSEA believes that English as a Second Language programs should have as their goal academic  
986 proficiency in English and that students should not be released until they demonstrate an ability  
987 to be successful in an English only program or achieve an exit score on the World-Class  
988 Instructional Design Assessment (WIDA).  
989

990 MSEA also believes that only fully qualified teachers should teach ESL classes with the  
991 assistance of qualified ESL/ELL tutors. (96, 04, 06, 13, 16)  
992

993 **B.49. Publicly Funded Pre-school and Kindergarten**

994 MSEA believes early childhood education programs should be in the public schools for children  
995 from birth through age eight. MSEA also believes universal access to adequate and equitable  
996 publicly funded pre-school and kindergarten programs would foster improved learning outcomes  
997 for children.  
998

999 MSEA further believes such programs must be research-based, subject to strict regulation, and  
1000 staffed by licensed specialists in Early Childhood Development. MSEA believes that early  
1001 childhood education programs should maintain small group size with appropriate staff/child  
1002 ratios for each age level. MSEA also believes pre-school and kindergarten curricula and  
1003 pedagogy must be age appropriate, developmentally sequenced, and adapted to meet the needs of  
1004 each child. (New 06)  
1005

1006 **B.50. School Libraries/Media Centers in the Educational Process**

1007 MSEA believes that school libraries/media centers are an integral part of this nation's elementary  
1008 and secondary (K-12) schools.  
1009

1010 MSEA also believes that local affiliates should promote the implementation and expansion of  
1011 school libraries/media centers in their local systems.  
1012

1013 MSEA further believes that each school library/media centers should have at least a full-time  
1014 certified librarian, a full-time clerical assistant, and necessary funding to maintain a current and  
1015 quality collection within acceptable standards for school libraries/media centers.  
1016

1017 MSEA believes school libraries/media centers should be used only for flexible scheduling. (New  
1018 06, 07, 15, 16)  
1019

1020 **B.51. Communication between the Hearing and the Hearing Impaired**

1021 MSEA believes that Educational Sign Language Interpreters/Translators should be qualified  
1022 professionals who are licensed, state credentialed, or nationally certified.  
1023

1024 **B.52. Scholastic Publications**

1025 MSEA believes that student publications such as the school newspaper, yearbook, and literary  
1026 magazine, when functioning under the sponsorship of a teacher-adviser, are an invaluable  
1027 educational tool and a necessary part of school life and should be accorded basic rights of  
1028 freedom of the press. (96, 07)  
1029

### 1030 **B.53. Educational Use of Copyright Materials**

1031 MSEA believes it is essential that teachers have the right to use copyrighted materials and off-air  
1032 recordings on a sufficiently delayed basis to meet the needs of effective teaching. MSEA also  
1033 believes that broadcast schedules are a major hindrance to in-school use of such programs, that  
1034 home-viewing assignments are not practical, and that teachers need the flexibility of recording  
1035 off the air so that programs can be previewed before being used in the classroom and  
1036 incorporated into classroom situations at those times when students are most ready to learn.  
1037

1038 MSEA further believes that maximum access to teaching materials is of vital concern to every  
1039 teacher and that the public interest requires that the copyright law include an expanded “not-for-  
1040 profit” clause coupled with a fair use provision. MSEA also believes that this would guarantee  
1041 teachers and educational institutions use of copyrighted materials, recognizing a limited right to  
1042 copy and record such materials for non-profit educational purposes, including educational  
1043 broadcasting and technology. (88, 91, 93, 99, 03, 07, 08, 10, 15)  
1044

## 1045 **C. Economic and Professional Security for All Members**

1046 MSEA believes in:

- 1047 1. effective collective bargaining for all public employees;
- 1048 2. negotiated agreements, which improve salaries and wages, fringe benefits, and working  
1049 conditions;
- 1050 3. strict implementation and funding of all negotiated agreements; and
- 1051 4. full protection of the legal rights of all members. (94, 96, 03)  
1052

### 1053 **C.1. Tenure**

1054 MSEA believes changes are necessary in existing Maryland law or State Board of Education  
1055 regulations to provide non-tenured and provisional teachers the right to notice, statement of  
1056 charges, fair hearing, and appeal procedure before dismissal or non-renewal of contract for good  
1057 and just cause. MSEA also believes teachers should participate in the development of local  
1058 policies for the fair appraisal of teacher competency as set forth in guidelines promulgated by the  
1059 State Board of Education.  
1060

1061 MSEA further believes if such guidelines are used as part of the certification process, teachers  
1062 who have passed their probationary period should be afforded an appeal procedure with final  
1063 authority vested in the Professional Standards and Teacher Education Board. MSEA believes the  
1064 procedure must include the right to notice, a statement of charges, the right to representation by  
1065 counsel, and a fair hearing before the PSTEB.  
1066

1067 MSEA also opposes any increase to the pre-tenure probationary period. (88, 93, 96, 02, 04, 05,  
1068 09, 11, 14)  
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### 1070 **C.2. Retirement**

1071 MSEA believes that to enhance recruitment efforts, improve retention rates, and to create a high-  
1072 quality public education system, it is in the public interest to provide all education employees a  
1073 guaranteed adequate income upon retirement.

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MSEA also believes that defined benefit plans best accomplish this goal. MSEA opposes any attempt to change to a defined contribution plan.

MSEA further believes that legislation should be passed to make such changes in the pension system that protect the interests of education employees. MSEA believes that legislation that shifts pension costs to school districts, charges administrative fees, and creates different categories of pension benefits are not in the interest of education employees. MSEA also believes that education employees' pension contributions should be allocated for the sole purpose of maintaining and enhancing pension benefits. MSEA further believes that the State of Maryland is obligated to fund the pension system sufficiently to provide a guaranteed adequate income to education employees upon retirement. MSEA believes that the Association and local affiliates must provide all education employees with the most current information on retirement benefits. MSEA also believes it must assist local affiliates in providing counseling for those approaching retirement. (87, 89, 91, 94, 02, 03, 04, 06, 09, 11)

### **C.3. Social Security**

MSEA believes that Congress should enact legislation to prevent the double taxation of Social Security contributions.

MSEA opposes proposals to make part or all of the Social Security System a "defined contribution" program. (88, 91, 94, 04, 07, 11, 18)

### **C.4. Collective Bargaining**

MSEA believes that the attainment and exercise of collective bargaining rights are essential to address the needs of all education employees. MSEA also believes that collective bargaining ensures the integrity of negotiated agreements. MSEA further believes that strong grievance procedures should be secured through negotiations that include binding arbitration as a constructive mechanism for resolving disputes.

MSEA believes education employees should have the right to withhold services when no valid group contract exists, a group contract has been violated, or working conditions not specified in the group contract have been unilaterally changed while a contract is in force. MSEA opposes legislation which would impose definitions of the bargaining unit that would fragment or remove the bargaining rights of education employees. (88, 89, 96, 02, 04, 12)

### **C.5. Workload**

MSEA believes that the workload of the education employee is within the scope of negotiations.

MSEA also believes that class size is a fundamental working condition for teachers, whether in an elementary scenario or at the secondary level.

MSEA further believes the workday for classroom instructors should be appropriately divided among three major components of effective teaching: organization/planning of lessons, delivery of instruction, and assessing whether learning has taken place.

MSEA believes that non-instructional duties impede student achievement and contribute to high rates of teacher turnover. (18)

1123 **C.6. Local Education Legislation**  
1124 MSEA believes local Associations with potential education legislation should provide the  
1125 language to MSEA prior to filing and/or concurrence with any amendments to the bill. MSEA  
1126 also believes that each Association should forward copies of local bills to the presidents of other  
1127 local associations. (88, 07, 14)  
1128

1129 **C.7. Privatization**  
1130 MSEA believes programs or practices such as, but not limited to, privatization, performance  
1131 contracting, tuition tax credits to private and parochial schools, voucher plans, funding formulas  
1132 that have the same effect as vouchers, planned program budgeting systems, and evaluations by  
1133 private for-profit groups must be eliminated as detrimental to public education.  
1134

1135 MSEA also believes its affiliates should ensure through collective bargaining and organizing  
1136 activities that school systems do not enter into any subcontract that transfers public employees,  
1137 eliminates accumulated retirement experience and benefits, reduces compensation, denies fringe  
1138 benefits, or abrogates previously negotiated benefits of public employees. (99, 02, 04)  
1139

1140 **C.8. Reductions in Force**  
1141 MSEA believes local associations should negotiate contractual provisions that include procedural  
1142 safeguards for all education employees concerning the manner in which reductions in force are  
1143 implemented. MSEA also believes all staff reduction policies should be in accordance with the  
1144 provisions of the Singleton Decision:  
1145

1146 “If there is to be reduction in the number of principals, teachers,  
1147 teacher-aides, or other professional staff employed by the school  
1148 district which will result in a dismissal or demotion of any such  
1149 staff members, the staff members to be dismissed or demoted must  
1150 be selected on the basis of objective and reasonable non-  
1151 discriminatory standards from among all of the staff of the school  
1152 district. In addition if there is any such dismissal or demotion, no  
1153 staff vacancy may be filled through recruitment of a person of a  
1154 race, color, or national origin different from that of the individual  
1155 dismissed or demoted, until each displaced staff member who is  
1156 qualified has had an opportunity to fill the vacancy and has failed  
1157 to accept an offer to do so.”\*

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*\*Singleton, et al, vs. West Feliciana Parish, et al, and the Jackson Municipal Separate, et al,*  
1160 *school districts; U.S. Court of Appeals, 5th Circuit, 419F.2d 1211 (1970). (88, 90, 02, 07, 14)*  
1161

1162 **C.9. Strike Prohibitions and Penalties**  
1163 MSEA believes that withholding one’s labor is a basic right, whether in the public or private  
1164 sector. Because restrictive laws presently exist in education in the State of Maryland, MSEA  
1165 also believes we should use all avenues available to us including, but not limited to, coalitions  
1166 with all affected labor groups to overturn the current State Negotiations Laws, Sections 6-410  
1167 and 6-513, which prohibit strikes with the penalty of loss of collective bargaining and  
1168 representation for two years and loss of dues check-off for one year. (88, 96, 02, 07, 09)  
1169

1170 **C.10. Unemployment**

1171 MSEA believes in full employment and appropriate legislation that encourages job creation.  
1172 MSEA also believes in collaborating with other labor organizations and community groups to  
1173 provide sufficient unemployment insurance. (90, 02, 09, 12)  
1174

### 1175 **C.11. Higher Education Faculties**

1176 MSEA believes that the higher education faculties of Maryland should have the right to tenure,  
1177 due process, and collective bargaining. (02, 12)  
1178

### 1179 **C.12. Student Medication**

1180 MSEA believes that students who must be assisted in using medication during school hours  
1181 should be assisted by qualified medical personnel.  
1182

1183 MSEA also believes the Association and its affiliates must work for the assignment of medical  
1184 professionals to each school and outdoor education center and for action that will assure that  
1185 only qualified medical personnel administer medication. (90, 99, 02, 04, 07)  
1186

### 1187 **C.13. Liability**

1188 MSEA believes that state legislation should limit school employees' liability for negligence  
1189 resulting in injury or death caused by medication administered by school employees in the course  
1190 of their duties. (02, 04)  
1191

### 1192 **C.14. Basic Benefits**

1193 MSEA believes that school systems must provide basic paid benefits including, but not limited  
1194 to, the following:

#### 1195 a. Insurance

- 1196 1. Comprehensive health insurance
- 1197 2. Dental insurance
- 1198 3. Optical insurance
- 1199 4. Hearing (Auditory) insurance
- 1200 5. Prescription insurance
- 1201 6. Worker's Compensation
- 1202 7. Long-term physical and mental disability
- 1203 8. Bridge coverage of health insurance for retirees
- 1204 9. Life insurance
- 1205 10. Legal liability insurance

#### 1206 b. Paid Leave

- 1207 1. Sick leave with unlimited accumulation (personal, family, and dependent care)
- 1208 2. Personal leave with unlimited accumulation
- 1209 3. Bereavement leave
- 1210 4. Maternity/paternity leave, including adoption
- 1211 5. Sabbatical leave
- 1212 6. Professional leave
- 1213 7. Association leave
- 1214 8. Religious leave
- 1215 9. Civil leave

#### 1216 c. Additional Remuneration

- 1217 1. Severance pay, including compensation for accrued leave
- 1218 2. Retirement compensation

- 1219           3. Tuition reimbursement  
1220           4. Benefit extension for laid-off employees  
1221       d. Personal Assistance  
1222           1. Personal assault protection  
1223           2. Day care for young children and/or dependent elders  
1224

1225 MSEA also believes that health insurance is a part of compensation. As such, we adamantly  
1226 oppose any reduction of benefits, increase in premiums, or other cost shifting.  
1227

1228 MSEA further believes that the basic benefits of comprehensive health insurance, life insurance,  
1229 and long-term disability insurance should be provided for educational staff members on official  
1230 leave of absence or maternity/paternity leave.  
1231

1232 MSEA believes that provisions should be made for retirees, their spouses, domestic partners,  
1233 and/or dependents at their option to continue in the comprehensive health, dental, hearing, and  
1234 vision programs.  
1235

1236 MSEA also believes that school systems must provide fringe benefits (benefits beyond those in  
1237 the previous paragraphs) to ensure the personal welfare of education employees, their spouses,  
1238 domestic partners, and/or their dependents.  
1239

1240 MSEA further believes boards of education must negotiate retirement benefits with the employee  
1241 organization for active employees upon their retirement. (88, 89, 90, 91, 94, 97, 00, 01, 02, 03,  
1242 04, 16)  
1243

#### 1244 **C.15. Mental Health Parity in Medical Benefits**

1245 MSEA believes that the disparity between physical health and mental health benefits adversely  
1246 affects our members and society in general.  
1247

1248 MSEA also believes that health care providers must work to create mental health benefit plans  
1249 that are equitable and comparable to medical benefits. (New 08)  
1250

#### 1251 **C.16. Salary and Other Compensation**

1252 MSEA believes that local affiliates can best promote the economic welfare of all education  
1253 employees through the collective bargaining process. MSEA also believes that any proposed  
1254 legislative compensation initiative should be in conformance with locally negotiated agreements  
1255 and the Maryland Professional Negotiations Act. MSEA further believes that compensation  
1256 initiatives must:

- 1257       a. provide for entry-level salaries and career earnings comparable to those of other  
1258       professions and occupations with similar preparation and responsibilities and be  
1259       structured to provide compensation levels that encourage classroom teachers to  
1260       remain in the classroom and support personnel in the educational setting;  
1261       b. be based on preparation, academic degrees, experience, professional growth,  
1262       responsibilities, and full length of service;  
1263       c. elevate compensation for education employees to a level competitive with those in  
1264       comparable professions;  
1265       d. assure that initial placement and advancement on the salary schedule are  
1266       nondiscriminatory;

- 1267 e. broaden the knowledge and skills of educators to meet today’s higher standards and  
1268 the demands of an ever-changing student learning environment and stimulate career-  
1269 long professional development; and  
1270 f. support certification from the National Board for Professional Teaching Standards.  
1271

1272 MSEA believes that the increasing number of schools identified for comprehensive needs or  
1273 focused needs (formerly school improvement, corrective action or restructuring), makes it  
1274 imperative that there be clearly and contractually defined compensation rates for educators  
1275 assigned to those schools. MSEA also believes education employees should be compensated at  
1276 their regular per diem rates as a minimum for hours/days worked beyond the contractual number  
1277 of days for ten-month employees.  
1278

1279 MSEA opposes merit pay, or any such plan based on subjective evaluation done by a supervisor,  
1280 which would undermine the commitment to substantial pay increases for all education  
1281 employees. MSEA also opposes compensation based on student test scores. (00, 04, 08, 14, 16)  
1282

### 1283 **C.17. Twelve-month Employment**

1284 MSEA believes that local affiliates should negotiate the terms and conditions for eleven-month  
1285 and twelve-month employment. (04, 08)  
1286

### 1287 **C.18. Position Reclassification**

1288 MSEA believes that collective bargaining agreements between education employees, including  
1289 part-time and temporary, and their employers should reflect the following contractual concepts:  
1290

- 1291 1. required posting of all vacant or newly created positions along with the right of  
1292 bargaining unit members to apply for these positions, provided that current employees in  
1293 reconfigured positions are given the right of first refusal;
- 1294 2. nondiscriminatory, fair, and equitable treatment of bargaining unit members;
- 1295 3. protection from unilateral changes in terms or conditions of employment;
- 1296 4. ensure that salary paid for summer employment, continuing education programs,  
1297 extended contracts, conducting employee training or workshops, and extra duty is not less  
1298 than the regular rate of pay as a minimum;
- 1299 5. additional compensation initiatives may recognize and reward the additional knowledge  
1300 and skills that education employees have acquired or may acquire over their careers,  
1301 provided that such initiatives do not limit the number of education employees who are  
1302 eligible; and
- 1303 6. layoff and recall based only on seniority as bargaining unit members,  
1304 licensure/certification, and, to the extent legally permissible, the need to ensure staff  
1305 diversity. (New 08)  
1306

### 1307 **C.19. Standardization of Teaching Credit**

1308 MSEA believes that existing barriers to teacher mobility have forced many valuable and  
1309 experienced teachers to leave the profession altogether and that this exodus contributes to the  
1310 current teacher shortage.  
1311

1312 MSEA also believes that local affiliates should negotiate with local boards of education to assure  
1313 teachers transferring from other jurisdictions be given full credit for former years of teaching  
1314 experience in all local contracts and regulations. (88, 96, 04)  
1315

### 1316 **C.20. School Calendars**

1317 MSEA believes that the creation of a school year calendar is the purview of the local Boards of  
1318 Education. MSEA also believes that calendar decisions should be based solely on the education  
1319 needs of children and not the profit motives of private enterprise. (New 15)  
1320

### 1321 **C.21. Substitute Teachers**

1322 MSEA believes that substitute teachers should be represented by a local bargaining unit. (New  
1323 15)  
1324

## 1325 **D. United Education Profession in Maryland**

1326 MSEA believes the achievement of all other goals for this association is dependent on the  
1327 strength inherent in establishing a united education profession for all education employees. This  
1328 will require MSEA to:  
1329

- 1330 1. inform all education employees of the services and benefits available to members;
- 1331 2. provide members with programs and activities which meet their needs;
- 1332 3. develop, with local associations, programs designed to make those associations more  
1333 effective; and
- 1334 4. establish leadership development procedures to improve the skills of those most actively  
1335 involved in association programs. (94, 97, 19)  
1336

### 1337 **D.1. Fair Share Fee**

1338 MSEA believes in a fair share representation fee being deducted from each employee's salary by  
1339 local boards of education, reflecting expenses of activities related to responsibilities as exclusive  
1340 representative for all unit members, and that such deduction should be secured for the United  
1341 Education Profession by appropriate negotiated, legislative, or judicial action. The  
1342 Representative Assembly declares that the statewide collective bargaining of a fair share fee  
1343 remains a priority for all local bargaining units. (89, 91, 95, 97, 13)  
1344

### 1345 **D.2. Released Time for Local Association Presidents**

1346 MSEA believes it is essential to have the elected president free from school duties to carry out  
1347 the responsibilities of his or her office for the association.  
1348

1349 MSEA also believes that its Board of Directors should seek and provide various forms of  
1350 financial assistance to accomplish released time for local association presidents. (87, 88, 97, 05,  
1351 18)  
1352

### 1353 **D.3. Attendance at MSEA Convention**

1354 MSEA believes all local boards of education should provide professional leave for all  
1355 professional educators wishing to participate in the opportunities for professional growth  
1356 provided by MSEA at the annual convention. (87, 95, 96, 97, 11)  
1357

### 1358 **D.4. MSEA Hiring Policies**

1359 MSEA believes in the active recruitment and hiring of minority staff and encourages its affiliates  
1360 to do the same.  
1361

1362 MSEA also believes in an affirmative action program which sets forth plans and procedures at  
1363 the MSEA professional staff level for the attainment of staffing that reflects proportional  
1364 representation of minorities and women according to the census population of the State of  
1365 Maryland. (88, 90, 97, 04)

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**D.5. Professional Unity**

MSEA believes the problems of public education require a united effort by all education employees. MSEA also believes that bargaining units should be merged or divided when the majority of unit members involved have voted to support such action. (88, 91, 94, 08, 16, 18)

**D.6. MSEA Fund for Children and Public Education**

MSEA believes educational policy decisions are political decisions. MSEA also believes that local affiliates should arrange for political contributions to the MSEA Fund for Children and Public Education through payroll deduction. (87, 88, 91, 99, 08)

**D.7. Local Association Crisis Funds**

MSEA believes locals should establish and/or strengthen crisis funds in their own budgets. (97)

**D.8. Gender Neutral Language**

MSEA believes state and local associations should adopt gender neutral language practices. (88, 91, 95, 97, 08, 18)

**D.9. Minority Participation in the Association**

MSEA believes that in every phase of governance and on all decision-making levels of MSEA, there should be minority participation at least proportionate to the identified ethnic minority as defined by NEA 3.1.g population of the geographic area. Ethnic minority members should be encouraged to seek elective and appointive positions at all levels.

MSEA also believes that the systematic evaluation of minority involvement opportunities and participation needs to be conducted annually with its findings presented to the Representative Assembly and made available to all members. MSEA further believes it must actively pursue measures to ensure equitable representation of minorities. (87, 97, 99, 06, 14, 19)

**E. Leadership in Solving Social Problems Affecting Education**

MSEA believes education has a special role in promoting equity and improving the quality of life in our democratic society, which places on the organized teaching profession the responsibility for the following:

1. developing public awareness of the significance of the educational process for all individuals;
2. establishing effective procedures for working with each student, especially those students whose disruptive behavior denies others an opportunity to learn;
3. advocating for healthy and safe environments for students;
4. working with appropriate agencies to develop programs to end all types of substance abuse among students; and
5. working with appropriate groups to protect education employees and students as consumers. (94, 96, 97, 08, 17, 18)

**E.1. Education as a Civil Right of Children**

MSEA believes all children possess a fundamental civil right to have access to a high-quality system of public education, grounded on the principles of adequacy and equity. (New 07, 08)

**E.2. Enforcement of Substance Abuse Laws**

1414 MSEA believes in drug-free schools and supports the strict enforcement of laws regarding  
1415 individuals found to be in possession of, or under the influence of, drugs, alcohol, and other  
1416 illegal substances on school property and during school-sponsored activities. (87, 97, 06, 11)  
1417

### 1418 **E.3. Economic Action by Education Employees**

1419 MSEA believes education employees should use their power as consumers to persuade the  
1420 business and professional community and the government to adhere to principles of social and  
1421 economic fairness. MSEA also believes that the economic cost of government should be  
1422 equitably distributed and that the economic cost should not be shifted to government employees  
1423 in the form of inadequate compensation. (99, 00, 18)  
1424

### 1425 **E.4. Family/Domestic Violence**

1426 MSEA believes local education agencies (LEAs) must provide violence prevention training and  
1427 educational programs for staff and students. MSEA also believes an increase in funding and  
1428 staffing of existing family services is needed and urges creation of additional support systems  
1429 and shelters. MSEA further believes social services and the criminal justice system should  
1430 continue to intervene actively to interrupt the cycle of family/domestic violence. (95, 96, 97, 98,  
1431 04, 08, 17, 18)  
1432

### 1433 **E.5. Sexual Assault and/or Battery**

1434 MSEA believes in educational efforts that will prevent and protect members of our society from  
1435 becoming victims of sexual assault and/or battery. MSEA also believes these efforts should  
1436 include programs to promote awareness that even acquaintances may commit acts of sexual  
1437 assault and/or battery.  
1438

1439 MSEA further believes that the state should develop a more comprehensive, sensitive, and  
1440 uniform process for gathering evidence when such assaults and/or batteries occur. MSEA  
1441 believes in the fair and equitable treatment of victims by health, hospital, and law enforcement  
1442 agencies.  
1443

1444 MSEA also believes that the admission of a victim's past sexual history as evidence in legal  
1445 proceedings is a violation of the victim's right to privacy. MSEA further believes that the judicial  
1446 system should seek rehabilitation of the assailant and the protection of due process rights for  
1447 both the victim and the assailant. (87, 88, 91, 96, 97, 99, 04, 08, 17)  
1448

### 1449 **E.6. Family/Domestic Crisis Care**

1450 MSEA believes in a full range of assistance, from interventions to shelters, for families  
1451 experiencing domestic violence and advocates the following:  
1452

- 1453 a. services that include immediate protection, counseling, and therapy;
- 1454 b. adequate financial support;
- 1455 c. immediate temporary foster care for children who are victims of abuse, neglect, or  
1456 exploitation;
- 1457 d. screening and training of potential foster families and shelter personnel; and
- 1458 e. continued training, supervision, and evaluation of foster families and shelter personnel.  
1459 (95, 96, 98, 99, 08)  
1460

### 1461 **E.7. Bullying in the Public Schools**

1462 MSEA believes that bullying behaviors are detrimental to the learning and work environment.  
1463 The Association also believes that teacher preparation and staff development should include  
1464 training on both recognizing bullying behaviors and intervening on behalf of the victims. The  
1465 Association further believes that all school systems should provide definitions of what  
1466 constitutes bullying behaviors in their administrative procedures and should include disciplinary  
1467 consequences in local school policy. (New 12, 15)  
1468

### 1469 **E.8. National Comprehensive Health Insurance**

1470 MSEA believes that affordable, comprehensive health care is the right of every resident. (89, 96)  
1471

### 1472 **E.11. Paid Family Leave**

1473 MSEA believes that paid maternity and paternity leave is essential for the welfare of children  
1474 and establishing strong family ties. MSEA also believes that paid leave is essential to ensure  
1475 proper health and well-being of all family members. MSEA further believes that employees have  
1476 a right to access such benefits without fear of reprisal. (New 14)  
1477

## 1478 **F. Human and Civil Rights**

1479 To protect the human and civil rights of education employees, MSEA should work to:  
1480

- 1481 1. ensure that there is no infringement upon the civil rights of any educator;
- 1482 2. provide uniform and high-quality programs to enforce each member's contractual,  
1483 statutory, and constitutional rights;
- 1484 3. increase minority involvement in all levels of association work;
- 1485 4. strengthen program and bargaining proposals of MSEA and its affiliates in the area of  
1486 affirmative action; and
- 1487 5. ensure that all hiring and promotional practices be based on competency and expertise.  
1488 (14)  
1489

### 1490 **F.1. Legal Protection of Education Employees**

1491 MSEA believes that education employees should make use of all legal remedies in order to find  
1492 redress for any physical harm, emotional harm, or other losses suffered while performing their  
1493 duties. MSEA also believes no education employee should be held liable for violence or be  
1494 adversely evaluated because of the actions of others that were beyond the employee's control.  
1495 (95, 98, 99, 07, 11, 18)  
1496

### 1497 **F.2. Protection from Workplace Violence**

1498 MSEA believes that every education employee should be guaranteed the right to a safe  
1499 workplace. MSEA also believes that school officials must take clear, concise, consistent, and  
1500 swift action against individuals, including students, who commit a crime, such as assault and/or  
1501 battery, against education employees. (95, 96, 97, 99, 00, 07)  
1502

### 1503 **F.3. Legal and Civil Rights of Education Employees**

1504 MSEA believes it to be of the utmost importance to uphold the constitutional and civil rights of  
1505 all education employees. MSEA also believes that the rights, pay, and benefits of education  
1506 employees against whom legal charges have been brought should be protected. MSEA further  
1507 believes that the Association should continue to inform its members of their legal rights. (87, 89,  
1508 94, 96, 97, 99, 04, 15)  
1509

### 1510 **F.4. Women's Rights**

1511 MSEA believes that all persons should have equal opportunities for employment, promotion,  
1512 compensation, and leadership in all activities. MSEA also believes that local boards of  
1513 education, administrators, and education associations should strive to eliminate de jure and de  
1514 facto discriminatory practices against women and to adopt policies that ensure women equitable  
1515 appointment or selection for administrative, supervisory, and staff positions.  
1516

1517 MSEA further believes that an equal rights amendment to the United States Constitution should  
1518 be introduced and ratified.  
1519

1520 MSEA believes that members should be informed of changes in legislation and local, state or  
1521 federal regulations that seek to diminish, restrict or hamper the rights or position of women. (87,  
1522 88, 91, 97, 98, 04, 07, 14, 17, 18)  
1523

#### 1524 **F.5. Appointment of Women and Minorities to the Judiciary**

1525 MSEA believes that the Governor of Maryland and the President of the United States should  
1526 recruit women and minority candidates for appointment to state and federal judicial vacancies at  
1527 all levels. (88, 97, 04)  
1528

#### 1529 **F.6. Speaking Before Legislative Bodies/Government Agencies**

1530 MSEA believes in the right of educators to testify before legislative bodies or government  
1531 agencies without reprisals or restrictions imposed by boards of education and/or administrators.  
1532 (88, 90, 94, 97, 99, 00, 04, 10, 18, 19)  
1533

#### 1534 **F.7. Speaking to the Media**

1535 MSEA believes in the right of education employees to express their opinions and concerns to the  
1536 media without reprisals or restrictions imposed by boards of education and/or administrative  
1537 staffs.  
1538

1539 MSEA also believes education employees, when meeting the media, should protect the right to  
1540 privacy of all students, education employees, and other parties. (88, 94, 95, 97, 99, 04, 10)  
1541

#### 1542 **F.8. Human Relations in the Schools**

1543 MSEA believes that positive human relations are essential to the school environment and, toward  
1544 this end, we support:

- 1545 a. school recruitment and staffing policies that ensure culturally diverse educators who  
1546 are sensitive to the needs of children;  
1547
- 1548 b. programs that guarantee each student an opportunity to learn in a safe environment  
1549 without disruption;
- 1550 c. improvement of community-police and student-police relations through the joint  
1551 efforts of school, community, and law enforcement agencies;
- 1552 d. voluntary collaborative programs among education employees, parents, and  
1553 community members that meet the needs of each student;
- 1554 e. a low ratio of students to certificated teachers;
- 1555 f. continued research and development of ways to identify and change behavior  
1556 detrimental to the school environment; and  
1557 g. elimination of instructional materials that stereotype people.  
1558

1559 MSEA also believes all education employees should demonstrate tolerance and acceptance in  
1560 their relations with colleagues, students, parents, and other citizens, thus providing the respect  
1561 and dignity to which each human being is entitled. (94, 96, 97, 98, 99, 01, 08, 18, 19)  
1562

### 1563 **F.9. Integration of Education Personnel in the Maryland Public Schools**

1564 MSEA believes that the ideals of human justice, individual liberty, and democracy demand  
1565 continued integration of education personnel in our schools, colleges, universities, and technical  
1566 training centers.  
1567

1568 MSEA also believes the State Board of Education should amend COMAR 13A.07.05.01 (Policy  
1569 on Ethnic and Cultural Minorities) to require local boards of education to develop and implement  
1570 plans and procedures that encourage the attainment of staffing that is reflective of the ethnic and  
1571 cultural richness and diversity of the people of Maryland.

1572 To ensure this integration within the education profession, MSEA further believes all governing  
1573 bodies of educational institutions should:

- 1574 1. establish an active recruitment program in all colleges and universities in the state to seek  
1575 qualified minority personnel;
- 1576 2. establish educator preparation programs at all colleges and universities that are now  
1577 classified as historically black colleges or universities;
- 1578 3. establish a program for advancement that would actively seek to promote minority  
1579 educators to administrative and supervisory positions;
- 1580 4. establish a policy that would prevent ethnic minority educators from being assigned only  
1581 to those schools with a predominance of the ethnic minority populations; and
- 1582 5. utilize the registry of certificated minority personnel for administrative and supervisory  
1583 positions as provided by the Maryland State Department of Education.  
1584

1585 MSEA believes in bringing together all groups concerned with providing opportunities for fair  
1586 and equitable employment, assignment, and promotion for all educators for the purpose of  
1587 creating a continuous dialog.  
1588

1589 MSEA also believes each local association should establish a committee on human rights in  
1590 education to work cooperatively with local, state, and national organizations in the interest of  
1591 protecting the human rights of all citizens.  
1592

1593 MSEA further believes that legislation should deny tax-exempt status to those institutions whose  
1594 policies and/or practices prevent the racial integration of those institutions. (87, 88, 90, 94, 95,  
1595 96, 97, 98, 99, 00, 08, 09, 11, 14, 16, 18, 19)  
1596

### 1597 **F.10. Human Rights Day**

1598 MSEA believes that the attention of the people of Maryland should be focused on the importance  
1599 of human rights. MSEA also believes that when school systems and professional education  
1600 organizations plan appropriate activities commemorating the legacy of Rev. Dr. Martin Luther  
1601 King, Jr. they help develop the capacity and the commitment to teach our students culturally  
1602 relevant history. MSEA further believes that Martin Luther King, Jr. Day should remain a state  
1603 and federal holiday to promote good will among all people. (88, 91, 07, 16)  
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### 1605 **F.11. Fair Housing**

1606 MSEA believes that fair housing practices should be broadened and strengthened to assure each  
1607 citizen an equal opportunity to reside in a neighborhood of their choice. (91, 97, 00, 19)

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**F.12. Religious Freedom**

MSEA believes that the interests of public education and religion are best served when each is independent of, and separate from, the other. MSEA also believes that laws requiring educators to lead or participate in prayer in schools impose an inappropriate duty upon teachers and constitute a religious test for their employment. MSEA further believes that local school boards should adopt policies that ensure the separation of church and state and that treat all religions on an equal basis.

MSEA believes that students should be taught to respect the religious beliefs of others and the cultural influences in the United States that have resulted from various religions.

MSEA also believes that these principles apply to non-believers and faith practices. (99, 07, 08, 09, 10, 17, 19)

**F.13. Age of Majority**

MSEA believes that education employees should be provided with protocols for dealing with emancipated students, who are eighteen years of age, married, or parents and are adults according to Maryland law. (94, 99, 11, 14, 19)

**F.14. Student Responsibilities and Rights**

MSEA believes that education employees should be appointed to all committees established by local boards of education for the implementation and evaluation of documents dealing with student rights and responsibilities. MSEA also believes that local boards of education should be in full compliance with the criteria set forth in such documents. (91, 93, 94, 99, 08, 09)

**F.15. Opposition to Residency Requirements**

MSEA believes that individuals should not be denied employment opportunities for state or local educational employment on the basis of residency. (88, 07)

**F.16. Affirmative Action**

MSEA believes that overcoming the persistence of racial and gender discrimination throughout all segments of American society can only be accomplished through affirmative action efforts. MSEA also believes that all levels of the United Education Profession (UEP) and government should take appropriate actions to preserve the continuation of affirmative action, to redress the reduced opportunities for minorities and women. MSEA further believes the adoption of compensatory hiring practices by school boards helps schools to attain and maintain levels of minority and gender employment as set forth in MSEA policy. (91, 95, 96, 04, 07, 08, 11, 16)

**F.17. Title IX**

MSEA believes that its members and local affiliates should monitor compliance with Title IX of the Education Amendments of 1972 at the school and system level and take those actions necessary to enforce compliance in all educational programs, both current and proposed. (88, 04, 05)

**F.18. Discrimination**

MSEA believes that every individual must be protected from all forms of discrimination and stereotyping based on race, size, religion, ethnicity, immigration status, age, occupation, disabilities, gender, gender identification, and sexual orientation. (94, 95, 96, 07, 09)

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### **F.19. Invasion of Privacy**

MSEA believes in the right to privacy. MSEA also believes that all education employee rights must be guaranteed through the grievance process and/or legal action. (88, 91, 96, 07, 09)

### **F.20. Drug and Alcohol Testing**

MSEA believes that drug and alcohol testing without probable cause of employees constitutes an unwarranted invasion of privacy and is in violation of the Fourth Amendment proscription against unreasonable search and seizure. (88, 91, 94, 04, 15)

### **F.21. Student Records**

MSEA believes there should be a uniform statewide policy requiring student records be forwarded within three school days following the receipt of a request from the receiving district. MSEA also believes that proper documentation should be a requirement for students transferring from another school district, including when a student is seeking a transfer as a consequence of a suspension or expulsion from the previous school. MSEA further believes that privacy rights of students, especially regarding immigration status, should be given the full protection of state and local laws. (97, 99, 01, 03, 04, 08, 17)

### **F.22. Stress Counseling**

MSEA believes school systems should develop and provide confidential counseling services, funded by the state or by local jurisdictions, to aid education employees in dealing with stress and its consequences.

MSEA also believes that such services should be available to system employees during and beyond the duty day, including evenings and weekends. (88, 91, 94, 07, 19)

### **F.23. Education of Refugees, Undocumented Persons, Migrants, and Homeless Children**

MSEA believes refugees, undocumented persons, migrants, and homeless children are entitled to equal educational opportunities and appropriate programs for their families. MSEA also believes that there should be a uniform statewide policy protecting the privacy rights of students regarding immigration status. (88, 94, 95, 03, 09, 17)

### **F.24. Hate-Related Violence**

MSEA believes that hate violence, including, but not limited to, physical and verbal violence against individuals or groups because of the race, color, ethnicity, religion, gender, sexual orientation, gender identification, age, disability, size, marital status, or economic condition is unacceptable. MSEA also believes that organizations promoting hate have no place in our society. Therefore, such biases should not be evident in public schools or the communities they serve. MSEA further believes that education employees have a duty to exercise leadership in classrooms, schools and communities to counter hateful ideologies. MSEA believes in working cooperatively with other unions and community groups in helping all people unite in opposition to ideologies of intolerance. MSEA also believes that school systems should make available materials for use with students in combating ideologies that promulgate the use of violence. (88, 91, 94, 95, 97, 99, 07, 09, 14, 16)

### **F.25. Gun-Free Schools and Regulation of Deadly Weapons**

MSEA believes that all students and education employees must be allowed to learn and work in an education environment free of unauthorized guns and other deadly weapons. MSEA also

1706 believes severe penalties should be imposed and strenuously enforced against violators. MSEA  
1707 further believes that gun owners should participate in educational programs that stress  
1708 responsible ownership of guns, including safe use and storage of guns.  
1709

1710 MSEA believes that education employees should not be compelled to carry, to receive training  
1711 in, or to use firearms as part of their employment. (03, 08, 09, 14)  
1712

### 1713 **F.26. Victims of Crime**

1714 MSEA believes that education employees who are victims of crime should be treated with  
1715 dignity and compassion, without the fear of intimidation. MSEA also believes that victims and/or  
1716 their families should be notified of, and have the right to, be present/represented at all hearings  
1717 and legal proceedings involving the defendant/perpetrator, even in juvenile cases. MSEA further  
1718 believes that it is a violation of the victims' right to privacy to release the names of the victims.  
1719 MSEA believes that victims and their families must be made aware of, and have free access to,  
1720 necessary services/programs and that services/programs must be funded by the appropriate  
1721 government agencies. (New 07, 19)  
1722

### 1723 **F.27. Freedom to Teach**

1724 MSEA believes that freedom to learn and freedom to teach are essential to sound education and  
1725 are vital components of the integrity of the total educational process. MSEA also believes that  
1726 teachers and students must be protected from any attempts to abridge or curtail the academic  
1727 freedom to select instructional techniques that appeal to various learning styles. MSEA further  
1728 believes that teachers are responsible for presenting materials that provide students with multiple  
1729 perspectives on all sides of controversial topics. (90, 91, 07, 14)  
1730

### 1731 **F.28. Education Employees as Participating Citizens**

1732 MSEA believes that every education employee is entitled to the same opportunities as other  
1733 citizens to exercise political rights and responsibilities, participate actively in partisan politics,  
1734 and serve in public office if he or she so desires.  
1735

1736 MSEA also believes local associations should maintain written policies providing for the  
1737 exercise of these rights and guaranteeing that when a leave of absence is requested by an  
1738 education employee seeking and/or serving in public office, such leave will be granted without  
1739 prejudice to his or her professional status. (91, 93, 97, 07)  
1740

### 1741 **F.29. Communicable Diseases**

1742 MSEA believes that, depending on the nature of the threat, all decisions about persons, or  
1743 employees who are or may be infected with, or who may be capable of transmitting a  
1744 communicable disease, should be based on the recommendation of the World Health  
1745 Organization (WHO), Center for Disease Control (CDC), other appropriate agencies, or made on  
1746 a case-by-case basis by an expert team established for this purpose. MSEA also believes that the  
1747 members of this team should include the person affected, as well as the following: the treating  
1748 physician, parent or guardian of a student, and public health personnel. The team should also  
1749 include appropriate education employees, including the school nurse, and all education  
1750 employees who have been in contact with the person.  
1751

1752 MSEA further believes that each school system should adopt guidelines developed in  
1753 cooperation with local associations in order to strike a balance between the rights of all parties  
1754 involved, the student's right to an education, and an employee's continued employment, versus

1755 the right of other students and school employees to be free from risk of exposure to a disease.  
1756 MSEA believes these guidelines should protect the privacy rights of students and school  
1757 employees and provide appropriate guarantees for those individuals excluded from the school  
1758 setting. MSEA also believes all such guidelines should be based on the latest medical  
1759 information and should be revised as new information becomes available.  
1760

1761 MSEA further believes that in the particular case of Human Immunodeficiency Virus/Acquired  
1762 Immune Deficiency Syndrome (HIV/AIDS), the Maryland State Board of Education should  
1763 adopt the guidelines developed by the National Education Association. (88, 91, 95, 01, 04, 09,  
1764 13, 16, 19)  
1765

### 1766 **F.30. The Exploitation of K-12 Student-Athletes**

1767 MSEA believes that student-athletes (K-12) should not be exploited for economic or personal  
1768 gain. MSEA also believes that such practices as (1) retaining students for physical development,  
1769 (2) encouraging radical diets, (3) administering drugs, “pain killers” and herbal performance  
1770 enhancers, (4) playing students with injuries, (5) changing student residence for the purpose of  
1771 athletic advantage, (6) manipulating student grades, and (7) recruiting students from outside  
1772 school boundaries should not be condoned. MSEA further believes that all student-athletes (K-  
1773 12) should be subject to the strictest medical protocols where concussive trauma or significant  
1774 injury is suspected. (88, 90, 95, 97, 03, 13, 14)  
1775

### 1776 **F.31. Marriage Equality**

1777 MSEA believes it is in the best interest of a society to permit all marriages, both civil and  
1778 religious, between two individuals based on commitment, compassion and caring. MSEA also  
1779 believes a consenting adult has a right to take the vows of marriage with another consenting adult  
1780 and to assume all of its rights, privileges and responsibilities. (New 11)  
1781

### 1782 **F.32. Sex Education**

1783 MSEA believes that the developing child’s sexuality is continually and inevitably influenced by  
1784 daily contacts, including experiences in the school environment. MSEA also believes that  
1785 comprehensive sex education can be a positive force in promoting physical, mental, emotional,  
1786 and social health and that the public school must assume an increasingly important role in  
1787 providing current information. MSEA further believes that counseling services help young  
1788 people handle stress and peer pressure about sexual activity and should be provided to ensure a  
1789 healthy school and community environment.  
1790

1791 MSEA believes that education as it relates to sex should include the following:

- 1792 1. Recognition of the importance of self-respect;
- 1793 2. Instruction on the consequences of various sexual behaviors, including oral sex;
- 1794 3. Recognition that rewarding relationships between young people need not include sex;
- 1795 4. Acknowledgement of effective contraceptive and disease prevention measures; and
- 1796 5. Instruction on what is abusive sexual behavior and how to report it to the appropriate  
1797 authorities. (New 11, 16)  
1798

### 1799 **F.33. Decorum of Public Figures**

1800 MSEA believes that celebrities, political leaders, entertainers and other public figures have an  
1801 ethical, cultural, and patriotic obligation to model respect for all people in their actions and  
1802 statements, and to be mindful of the influence their behavior has on others, particularly  
1803 impressionable youth.

1804

1805 MSEA also believes that American institutions in both the public and private sectors should  
1806 foster a culture which promotes universal respect for people and which labels as unacceptable  
1807 demeaning characterizations of people related to their race, ethnicity, religion, nationality,  
1808 gender, sexual orientation, size or disabilities. (New 07, 17)

1809

#### 1810 **F.34. Youth Pregnancy**

1811 MSEA believes that young parents and expecting parents be encouraged to stay in school.

1812 MSEA also believes that it is a role of the public schools to provide education, support, and  
1813 counseling to help students to become successful parents.

1814

1815 MSEA further believes that the response of public schools to student pregnancy should include  
1816 the following efforts:

- 1817 1. Emphasize the link between staying in school and their future;
- 1818 2. Provide health education and human development courses that cover both physical and  
1819 emotional well-being of students;
- 1820 3. Instruct students on the responsibilities of parenting and child development and rearing;  
1821 and
- 1822 4. Initiate discussions about services that can be offered by community operated, family  
1823 planning clinics, including information about abstinence and effective contraceptive  
1824 measures. (91, 97, 99, 04, 05, 08, 11)

1825

#### 1826 **F.35. Mental Health Stigma**

1827 MSEA believes that the stigma created by stereotypes surrounding individuals who may access  
1828 medical attention for issues regarding mental health and wellness adversely affects our students,  
1829 our members and society in general.

1830

1831 MSEA also believes that treatment for issues related to mental health should be treated as the  
1832 equivalent of physical illness and that opportunities for employment, retention, promotion and  
1833 leadership positions should not be denied solely on the basis of-treatment for and/or stigma  
1834 surrounding mental illness.

1835

1836 MSEA further believes in the establishment of partnerships between school communities and  
1837 appropriate advocacy organizations to break down mental health stigma and stereotyping. (New  
1838 08, 19)

1839

#### 1840 **F.36. Naming of Public Structures**

1841 MSEA believes that individuals chosen for the commemorative naming of publicly funded  
1842 schools, institutions, and memorials should be those whose lives have demonstrated the highest  
1843 degree of respect for and dedication to freedom, liberty, and human and civil rights for all  
1844 people.

1845

1846 MSEA also believes that reviewing existing names on publicly funded schools, institutions and  
1847 memorials should be encouraged in order to apply current standards for naming policy and  
1848 practice. (95, 03, 19)

1849

#### 1850 **F.37. The Physical Facilities of the School**

1851 MSEA believes that there should be, constructed and maintained, a sufficient number of school  
1852 buildings to adequately house the school population without the use of double sessions and/or

1853 portable classrooms. MSEA also believes that all schools, worksites and educational facilities  
1854 should be environmentally safe and easily accessible regardless of disability.  
1855

1856 MSEA further believes that austerity programs in school construction and maintenance which  
1857 ignore a policy of sound, long-term investment are deplorable. MSEA believes that the state has  
1858 pledged to fund school construction and local jurisdictions should not be expected to meet these  
1859 costs.  
1860

1861 MSEA also believes all building areas should be temperature controlled.  
1862

1863 MSEA further believes that all educational facilities must have good indoor air quality, be smoke  
1864 free, and safe from environmental and chemical hazards. MSEA believes local school boards of  
1865 education should sponsor smoking cessation programs for the benefit of employees and conduct  
1866 periodic testing in all educational facilities for the presence of air and waterborne agents that  
1867 may be detrimental to the health of students and education employees.  
1868

1869 MSEA also believes that all newly constructed schools should be certified at a minimum LEED-  
1870 Silver level (Leadership in Energy and Environmental Design, a green building rating system  
1871 established by the U.S. Green Building Council).  
1872

1873 MSEA further believes that all educational facilities should meet or exceed current health, safety,  
1874 and building code requirements.  
1875

1876 MSEA believes in recycling programs for the purpose of conserving energy and protecting  
1877 America's dwindling natural resources. (87, 91, 94, 96, 02, 04, 08, 09, 13, 14, 15, 16, 19)  
1878

### 1879 **F.38. Portable Modular Classrooms**

1880 MSEA believes that all classes should be held in classrooms that are contained in a permanent  
1881 physical plant, and that such classrooms should meet all appropriate requirements established by  
1882 the Annotated Code of Maryland and be technologically equipped for optimum teaching and  
1883 learning. MSEA also believes that portable structures – such as trailers - are inherently  
1884 inadequate substitutes for permanent structures and, therefore, are deleterious to the learning  
1885 environment in any school community. MSEA further believes reliance on portables should be  
1886 temporary and of short duration. MSEA believes these structures should be contiguous to the  
1887 primary physical plant and students should be offered protection from the elements when passing  
1888 between the school building and the portable classroom. MSEA also believes that portables must  
1889 be furnished with the same amenities as regular classrooms as well as immediate access to  
1890 potable water. (New 08, 13)  
1891

### 1892 **F. 39. Student Immunizations**

1893 MSEA believes that required immunizations are essential to the creation of sustainable and  
1894 healthy learning environments for students and education employees. The Association also  
1895 believes admission of non-immunized students to any school by any competent authority  
1896 presents a potential threat to both students and education employees. (New 15)