

Resolutions Amendments

Resolution Amendment #1

Section to Be Amended: Add new section

Amended Language:

C-4 Safe and Inclusive Schools

TSTA believes that all students and school employees are entitled to safe learning and working environments and that emergency preparedness and school safety policies must be fully accessible to everyone, including students and staff with disabilities.

TSTA supports and advocates for:

-The development and implementation of safety procedures that recognize the diverse communication, sensory, physical, and language needs of students and staff with disabilities, including but not limited to individuals who are Deaf or Hard of Hearing, blind or visually impaired, have cognitive or physical disabilities, or use assistive technology.

-Emergency communication systems and procedures that provide clear, consistent, and redundant access through visual alerts, auditory signals, captioning, plain language explanations, multilingual supports, and accessible digital and printed materials.

-Meaningful training of educators, administrators, and school personnel in inclusive emergency planning and disability-aware response practices, including the effective use of accommodations and assistive technology during emergencies and drills.

-Inclusive planning processes that involve students with disabilities, the educators and staff who serve them, families, and disability advocacy organizations in the development, review, and evaluation of school safety and emergency preparedness plans.

-Accountability measures to ensure emergency drills and safety procedures are not only conducted regularly but are reviewed for accessibility, effectiveness, and compliance with federal and state disability rights protections.

Rationale:

Emergency preparedness and school safety policies are most effective only when they are accessible to all members of the school community. Students and staff with disabilities face increased risk during emergencies when critical safety information, alerts, drills, and response procedures are not communicated in formats they can readily access. Inaccessible emergency systems—such as alerts without visual cues, instructions without clear language, or drills that do not account for sensory, mobility, or communication needs—can result in confusion, delayed response, exclusion, and potential harm.

Educators have both a legal and ethical responsibility to ensure that safety planning is inclusive. Federal disability rights laws require schools to provide equal access to programs, services, and activities, which includes emergency preparedness and response. Beyond compliance, inclusive emergency planning affirms the dignity, autonomy, and safety of students and staff with disabilities. By advocating for accessible communication systems, inclusive planning, and training for school personnel, TSTA advances educational equity, reduces risk, and promotes safer school environments for everyone.

Maker: Angela Garcia

Seconder: Sara Gokey

Resolution Amendment #2

Section to Be Amended: E-1 Teacher Certification

Amended Language:

TSTA also believes in fostering strong connections between Aspiring Educator chapters and local associations to support the development, professional growth, and retention of future educators. The Association shall promote intentional and consistent engagement with college and university chapters by increasing access to mentorship, professional development, and organizational resources.

Rationale:

Aspiring Educators thrive where AE chapters are connected to local associations. This resolution would enshrine TSTA's commitment to be more intentional in connecting with colleges which will help ensure that AE members get this vital mentorship.

Maker: Zachary Sheriff

Seconder: Megan Seaton

Resolution Amendment #3

Section to Be Amended: F-1 Fair Compensation

Amended Language:

TSTA supports and advocates for:

- a. Legislation that provides substantial salary increases for teachers and ESPs statewide.
- b. Ensuring that all funds allocated for pay raises are passed directly to teachers and ESPs without diversion to other expenses.
- c. Establishing pay scales that are competitive with other professions requiring similar education and expertise.
- d. Fair pay structures that address disparities among districts and roles, ensuring ESPs receive livable wages.
- e. Securing dedicated and recurring funding sources to maintain salary increases without reducing other essential educational services.

f. Legislation and initiatives that provide financial compensation for student teachers during required field experiences, recognizing the professional work they perform in classrooms and reducing financial barriers to entering the teaching profession.

Rationale:

Support legislation and initiatives that provide financial compensation for student teachers during required field experiences, recognizing the professional work they perform in classrooms and reducing financial barriers to entering the teaching profession.

Maker: Zachary Sheriff

Seconder: Megan Seaton