

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA

2021–2022 NEA RESOLUTIONS

SUMMARY OF WINTER COMMITTEE MEETING ACTIONS

MARCH 5–6, 2022

This document contains the NEA resolutions, plus a summary of the work conducted by the NEA Resolutions Committee during its annual winter meeting. The summary and complete list of NEA resolutions is made available to delegates for consideration prior to the virtual open hearing on resolutions on June 22, 2022 and the Representative Assembly on July 3–6, 2022.

The Resolutions Committee convenes for its final meeting of the year on July 1–2, 2022. Following this meeting an official report containing all resolutions amendments and new resolutions proposed by the committee is distributed to delegates and posted to the RA website on July 3, 2022.

FOREWORD

Consideration of Resolutions

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution. NEA resolutions—organized in goal areas lettered A through J—are adopted by the Representative Assembly.

For purposes of the NEA Representative Assembly, this document is posted to the Delegate Resources page of the RA website at www.nea.org/ra. The summary provides information on the committee's work completed during its winter meeting on March 5–6, 2022. The summary report and the complete list of NEA resolutions are made available to delegates for consideration prior to the virtual open hearing on resolutions on June 22, 2022 and Representative Assembly on July 3–6, 2022.

The Resolutions Committee conducts the open hearing to discuss the development of its final report and receive for its consideration any additional proposals submitted by delegates. After the hearing the committee convenes for its final meeting of the year on July 1–2, 2022 and prepares the *Report of the 2021–2022 NEA Resolutions Committee*, which contains *all* proposed revisions it has approved at both its winter and summer meetings. The report is posted to www.nea.org/ra and distributed to delegates on the morning of July 3, 2022. Resolutions contained in the *Report of the 2021–2022 NEA Resolutions Committee* represent the committee's final recommendations to the Representative Assembly for action.

Delegates wishing to amend the committee's report by amendment to a resolution or submission of a new resolution must do so no later than 4:00 pm CDT on the first day of the Representative Assembly. After 4:00 pm CDT on the first day, amendments will remain in order only for new resolutions and amendments to resolutions that have been properly submitted prior to the deadline. Such amendments must be submitted not later than two hours before the opening of the Representative Assembly on the day on which the Resolutions are to be considered by the body. All items must be submitted electronically as instructed on the online platform provided.

The definition of an NEA resolution; composition, election, and duties of the Resolutions Committee; and procedures for submitting resolutions are set forth in NEA Standing Rule 7.

Resolutions Adopted by the Representative Assembly

Resolutions adopted by the Representative Assembly shall continue in force until the next Representative Assembly acts upon the report of the Resolutions Committee. All resolutions adopted by the Representative Assembly shall be published as official NEA resolutions.

Throughout the year NEA members may visit the Policy Resource Center at www.nea.org/policyresourcecenter to read and/or submit amendments electronically for three of the Association's primary policy documents annually adopted by the Representative Assembly—NEA Policy Statements, the Legislative Program, and Resolutions.

Summary of Winter Committee Meeting Actions

The 2021–2022 Resolutions Committee conducted its winter meeting online on March 5–6, 2022. The committee considered and took action on more than thirty motions proposed for amendments to existing and new resolutions. Changes recommended by the committee appear on the following pages and form the preliminary basis for its 2022 report to the Representative Assembly for final action.

The committee has established standing subcommittees on a range of topics reflected through the goal area structure of the NEA Resolutions document as provided by the Preamble of the NEA Constitution. The subcommittees are: Lifelong Learning; Curriculum and Learning; Student Health, Welfare and Rights; Employee Excellence; Educator Pay and Bargaining Rights; Educator Protection and Retirement; Citizenship and Rights; and Group Rights. Resolutions subcommittees are each charged with ensuring that all of the Association's belief statements comply with our stated definition of a resolution as set forth in NEA Standing Rule 7 and to review in-depth any proposed amendments and new resolutions that have been formally referred by action of the full committee.

The committee encourages delegates to participate in the virtual open hearing on June 22, 2022 to propose changes, ask questions, connect with their elected and appointed committee representatives, and learn more about the annual resolutions process.

SUMMARY OF WINTER COMMITTEE MEETING ACTIONS

The *Pre-Report of the 2021–2022 NEA Resolutions Committee* provides a draft of recommended amendments based on the work of the Resolutions Committee at its winter meeting on March 5–6, 2022. The proposed changes provided here are for presentation and discussion purposes during the virtual Open Hearing on NEA Resolutions for delegates scheduled for June 22, 2022, 7:30pm–9:00pm EDT.

Following the open hearing the Resolutions Committee convenes for its summer meeting on July 1–2, 2022, to consider any proposed amendments and proposed new resolutions received by delegates at the open hearing, to take action on unfinished and new business, and to complete and distribute its final report to the NEA Representative Assembly (RA) on the morning of the first day of the RA. Resolutions contained in the *Report of the 2021–2022 NEA Resolutions Committee* represent the final recommendations of the committee. For information on 2022 consideration of the final report by delegates, please refer to the procedures at the end of this document.

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NOTE:

Bold italic indicates proposed new copy.

[Bold brackets] indicate proposed deleted copy.

Dates in parentheses after each resolution represent the years that the resolution was first adopted and last amended. If only one year is shown, the resolution has not been amended since its adoption. Proposed new resolutions are accorded a single year of (2022).

1 **A-4. Collaborative Partnerships**

2 The National Education Association believes that families, schools, communities, and other willing partners
3 at the local, state, and national levels are fundamentally and positively interconnected.

4 The Association also believes that building and sustaining collaborative partnerships among families,
5 schools, communities, and willing partners is integral to ensuring [every student great public schools] *a great*
6 *public school for every student*. Critical strategies for effective partnerships should include—

- 7 a. Agreeing on core values
- 8 b. Using data to set priorities and focus strategies
- 9 c. Providing relevant training to facilitate ongoing partnerships
- 10 d. Using targeted outreach to focus on areas of mutual concern
- 11 e. Building one-to-one relationships between families and educators that are linked to learning
- 12 f. Setting, communicating, and supporting high and rigorous expectations
- 13 g. Addressing cultural differences
- 14 h. *Ensuring safe and racially just schools*
- 15 [h]i. Connecting students, *parents/guardians, and educators* to the community. (2012)

16
17 **A-38. Rural Education**

18 [The National Education Association supports a strong rural educational system and the preservation of the
19 community infrastructure in rural America.

20 The Association believes that rural areas contain a range of conditions that make them unique and sup-
21 ports the development of programs that recognize and deal with rural needs. The Association recognizes that
22 equal per pupil funding may not provide equal education. The Association also believes in equal educational
23 programs and the equitable funding of such programs, and that neither should be dependent on geographical
24 location, density of population, or consolidation of rural schools.]

25 *The National Education Association supports a strong rural educational system; such a system should*
26 *address rural needs and incorporate local arts, culture, and economics. The Association believes in*
27 *equitable educational programs, services, and funding for rural schools that reflect the specific range of*
28 *conditions in rural areas. The Association also believes that the strength of a rural educational system*
29 *should not be dependent upon geographical location, population density, or consolidation of rural schools.*
30 (1976, 1997)

31
32 **B-1. Early Childhood Education***

33 The National Education Association champions early childhood education programs in the public schools for
34 children from birth through age eight. The Association also supports a high-quality program of transition from
35 home and/or preschool to the public kindergarten or first grade. This transition should include communication
36 and cooperation among parents/guardians, the preschool staff, and the public school staff. The Association
37 believes that such programs should be held in facilities that are appropriate to the developmental needs of these
38 children. The Association also believes that early childhood education programs should include a full con-
39 tinuum of services for parents/guardians and children, including child-care; child development; developmentally
40 appropriate and diversity-based curricula *which create fair and respectful treatment of all students and a*
41 *learning environment free from the effects of implicit or explicit bias*; special education; and appropriate
42 bias-free screening devices. Early childhood education programs also must be sensitive to and meet the physi-
43 cal, social, mental, and emotional health and nutritional needs of children.

44 The Association further believes that early childhood education programs should maintain small group size
45 with appropriate staff/child ratios for each age level. These programs must be staffed by the appropriate ratio
46 of teachers, administrators, and support staff who are prepared in early childhood education and child develop-
47 ment. When two half-day sessions are taught by one teacher, the total class load for both sessions should not
48 exceed the number of students in a first-grade class. Males should be encouraged and recruited to enter and be
49 actively involved in early childhood education. Preparation programs for staff should lead to credentials consis-
50 tent with the educational standards in each state.

51 The Association recognizes the value of quality early childhood education programs in preparing young
52 children to enter school ready to learn. High quality early childhood programs should be staffed by teachers,
53

54
55 * See *NEA Handbook* for the Policy Statement on Kindergarten and Prekindergarten adopted by the 2003 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1 administrators, and education support professionals who possess a deep understanding of child development and
2 specialized training in early childhood education. To provide the quality of early education and care necessary
3 to prepare children for success in school, we recommend that—

- 4 a. All teachers working in publicly funded preschool programs hold a bachelor’s degree in child develop-
5 ment and/or early childhood education
- 6 b. All instructional assistants working in publicly funded preschool programs hold an Associate’s degree
7 in child development or early childhood education
- 8 c. Lead teachers in private child care centers hold a minimum of an Associate’s degree in child develop-
9 ment or early childhood education
- 10 d. All teaching assistants in private child care centers hold a minimum of a Child Development Associate
11 (CDA) or a state-issued certificate that meets or exceeds CDA requirements[.]
- 12 e. ***School districts implement implicit bias, diversity, equity, cultural competence, and other racial***
13 ***justice training for all educators (including administrators) and regularly evaluate progress and***
14 ***outcomes in applying racial equity tools to decision-making and practices.***

15 States should develop incentives and supports to enable teachers and education support professionals cur-
16 rently working in early childhood programs to obtain the recommended credentials without compromising
17 the quality of education and care that children receive and without substantially increasing the cost of care to
18 parents.

19 The Association also recognizes the importance of parental involvement in a child’s development. The
20 Association further supports the provision of training programs that prepare parents/guardians to take an active
21 role in the child’s education. These programs should provide an awareness of the expectations that will be
22 placed on the child as well as familiarization with new policies and procedures that the child will experience in
23 the new environment.

24 The Association believes that federal legislation should be enacted to assist in organizing the implementation
25 of fully funded early childhood education programs offered through the public schools. These programs must
26 be available to all children on an equal basis and should include mandatory kindergarten with compulsory
27 attendance.

28 The Association supports regulations requiring children starting kindergarten to have reached age five at the
29 beginning of a kindergarten program.

30 The Association advocates the establishment of fully funded early childhood special education programs.
31 These programs and necessary services should be readily accessible for children with disabilities and staffed by
32 certified/licensed teachers, qualified support staff, and therapists. (1975, 2017)

34 **B-5. Dropout Prevention**

35 The National Education Association believes high school graduation must be a federal, state, and local
36 priority.

37 The Association also believes that education systems should collaborate with parents/guardians and the
38 broader community. Together, they should provide intervention, social/emotional and legal support, academic
39 assistance, retention counseling, and career programs to ensure that preK through 12 students remain in school
40 through the completion of high school graduation requirements. ***The Association further believes that school***
41 ***counselors, social workers, nurses, psychologists, and other professionals who support the social-emotional***
42 ***and mental health of students are essential to dropout prevention. Education systems should conduct***
43 ***regular school climate assessments to determine the level of support in place to address students’ needs.***

44 The Association [further] believes that the disaggregation of graduation rate data is essential to identify and
45 to implement appropriate interventions for highly-impacted groups and individuals. (2008, 2021)

47 **B-7. Adult Education**

48 The National Education Association supports adult education programs that provide lifelong educational
49 and career opportunities. Adult education is the practice of educating adults through non-college credit classes.
50 The Association recognizes the importance of high school completion, English language acquisition, parenting
51 education, career training, and other adult education programs that provide students with an opportunity to
52 become productive, effective, ***racially just, culturally competent,*** and responsible parents, citizens, and com-
53 munity members.

54 The Association believes that to have access to adult education programs, adult education students with
55 minor children should have child care available at their educational sites during class time. (2006, 2013)

1 **B-10. Effective Communication**

2 The National Education Association believes that it is critical that students become effective communicators
3 in school and in life through all forms of expression. Communication instruction is essential for learning in all
4 content areas and for achieving high standards. *The Association also believes that students must be culturally*
5 *competent to be effective communicators.*

6 The Association [also] *further* believes that educators' efforts to value and promote effective communication
7 should be supported by parents/guardians, administrators, other education employees, and communities. (2009,
8 2017)

9
10 **B-12. Diversity**

11 The National Education Association believes that a diverse society enriches all individuals. Similarities and
12 differences among race, ethnicity, color, national origin, language, geographic location, religion, gender, sexual
13 orientation, gender identity, age, physical ability, size, occupation, and marital, parental, or economic status
14 form the fabric of a society. Providing equitable access to education and supporting tolerance of those who look
15 different or have special needs creates a positive effect on learning. Education should foster a vibrant, pluralistic
16 society that authentically reflects diverse populations and cultural perspectives.

17 The Association further believes in the importance of observances, programs, and curricula that accurately
18 portray and recognize the roles, contributions, cultures, and history of diverse groups and individuals.

19 The Association encourages affiliates and members to become part of programs and observances that may
20 include cultural and heritage celebrations and/or history months. (1995, 2015)

21
22 **B-15. American Indian/Alaska Native Education**

23 The National Education Association recognizes that the complex and diverse needs of American Indian/
24 Alaska Native children require the direct involvement of parents/guardians, Native educators, tribal leaders, and
25 other Native groups in developing programs that preserve the rich heritage of their cultures.

26 The Association believes that funding for American Indian/Alaska Native education must provide for
27 improvements. The Association supports the movement toward self-determination by American Indians/Alaska
28 Natives provided that such programs are voluntary. Any termination of federal support as either a direct or an
29 indirect result of efforts to extend self-determination is opposed.

30 The Association also believes in *racial equity principles at all levels of policymaking and* efforts that
31 provide for—

- 32 a. Involvement and control of the education of American Indian/Alaska Native students by their parents/
33 guardians, communities, and educators
 - 34 b. Opportunities for higher education for all American Indian/Alaska Native students through direct
35 governmental assistance in graduate and undergraduate programs
 - 36 c. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
 - 37 d. Protection and maintenance of the integrity of American Indian/Alaska Native families and their tribal
38 cultures so that, if children have to be removed from their home, placement should be determined by
39 their tribe
 - 40 e. Recognition of American Indian/Alaska Native educators as role models
 - 41 f. Involvement of American Indians/Alaska Natives in professional development programs dealing with
42 cultural pluralism and Native values
 - 43 g. American Indian/Alaska Native involvement in developing multicultural learning centers at higher
44 education institutions
 - 45 h. English proficiency programs that are designed to meet the language needs of American Indian/Alaska
46 Native students
 - 47 i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American
48 Indians/Alaska Natives
 - 49 j. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students
 - 50 k. Coordination with American Indian/Alaska Native organizations and concerned agencies that promote
51 the values, heritage, language, culture, and history of American Indian/Alaska Native peoples
 - 52 l. Dissemination of information and programs that include the values, heritage, language, culture, and
53 history of American Indians/Alaska Natives
 - 54 m. Control of Native lands by American Indians/Alaska Natives
- 55

- n. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.
- o. Preservation of the Native languages of the indigenous people of the Americas, inclusive of American Indians, Alaska Natives, and Native People of Central and South America. (1976, 2021)

B-16. Hispanic Education

The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents/guardians, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.

The Association believes in *racial equity principles at all levels of policymaking and* efforts that provide for—

- a. Programs establishing appropriate educational opportunities for Hispanic students
- b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics
- c. Recognition of Hispanic educators as role models
- d. Hiring, promotion, and retention of Hispanic educators at all levels of the education profession
- e. Recruitment, training, employment, and retention of bilingual, bicultural, and culturally competent teachers, counselors, and other professional and support staff to meet the needs of Hispanic students
- f. English proficiency programs that are designed to meet the language and cultural needs of Hispanic students
- g. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics
- h. Assistance to affiliates in meeting the educational needs of Hispanic students
- i. English proficiency programs that are designed to meet the needs of Hispanic students
- j. Involvement of Hispanics in lobbying efforts for federal programs
- k. Involvement of Hispanic educators in developing educational materials used in classroom instruction
- l. Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture, and history of Hispanics
- m. Involvement of Hispanics in professional development programs dealing with cultural pluralism and Hispanic values
- n. Opposition to the resegregation of the public schools through overrepresentation in special education programs and underrepresentation in gifted programs
- o. Opposition to the resegregation of the public schools through overrepresentation and/or underrepresentation in charter schools
- p. Programs that address the alarming dropout rates of male students and the disproportionate teen pregnancy rate of Hispanic female students and encourage continuing education
- q. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.

The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (1972, 2013)

B-17. Asian and Native Hawaiian or Other Pacific Islander Education

The National Education Association recognizes that the complex and diverse needs of Asian and Native Hawaiian or other Pacific Islander children require the direct involvement of Asian and Native Hawaiian or other Pacific Islander educators, parents/guardians, and community leaders in the development of programs that preserve the rich heritage of their cultures.

The Association believes in *racial equity principles at all levels of policymaking and* efforts that provide for—

- a. Preservice and continuing education of teachers
- b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Native Hawaiian or other Pacific Islander students
- c. Education of Asian and Native Hawaiian or other Pacific Islander adult refugees
- d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Native Hawaiian or other Pacific Islanders

- 1 e. Recognition of Asian and Native Hawaiian or other Pacific Islander educators as role models
- 2 f. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 3 colleges, and course offerings at the high school level.
- 4 The Association encourages opportunities to preserve, promote, and perpetuate Asian and Native Hawaiian
- 5 or other Pacific Islander heritage and culture. (1979, 2011)

7 **B-18. Micronesian Education**

8 The National Education Association recognizes that the complex and diverse needs of Micronesian children
9 require the direct involvement of Micronesian island educators, parents/guardians, and community leaders in the
10 development of programs that meet the cultural, language, and learning characteristics of these children.

11 The Association believes in *racial equity principles at all levels of policymaking and* efforts that provide
12 for—

- 13 a. Programs establishing appropriate educational opportunities for Micronesian students
- 14 b. Development of curriculum and instructional materials and programs, including English proficiency
- 15 programs that are designed to meet the language needs of Micronesian students
- 16 c. Development of relationship-building and culturally cohesive frameworks designed to meet the needs
- 17 of Micronesians in the school, home, and work environment
- 18 d. The recruitment, training, and employment of Micronesian island educators as role models, bilingual
- 19 teachers, counselors, and other professional and support staff to meet the needs of Micronesian students
- 20 e. Involvement of Micronesian educators in developing educational materials for classroom instruction,
- 21 as well as the dissemination of information and programs that include the values, heritage, language,
- 22 culture, and history of Micronesians
- 23 f. Assistance to affiliates in meeting the educational needs of Micronesian students
- 24 g. Opportunities for higher education for all Micronesian students through direct and indirect governmen-
- 25 tal assistance in graduate and undergraduate programs
- 26 h. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 27 colleges, and course offerings at the high school level.

28 The Association encourages opportunities to preserve, promote, and perpetuate Micronesian heritage and
29 culture. (2008, 2011)

31 **B-19. Black American Education**

32 The National Education Association recognizes that the complex and diverse needs of Black American
33 children require the direct involvement of Black American educators, parents/guardians, community leaders,
34 and groups to assure the development of adequate and equal educational programs.

35 The Association believes that the infusion of Black studies and/or Afrocentric curricula into the instructional
36 program acknowledges the contributions of African Americans to history and Africa as an integral part of
37 world history. The Association also believes that these curricula must show a correlation among social, histori-
38 cal, political, and economic developments and events regarding Africa, African-Americans, Europeans, and
39 their descendants worldwide.

40 The Association further believes in *racial equity principles at all levels of policymaking and* efforts that
41 provide for—

- 42 a. The preservation of Black heritage and culture
- 43 b. Funding of scholarships to facilitate the entry of Black students into the teaching profession
- 44 c. Recognition of Black educators as role models
- 45 d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of
- 46 the education profession
- 47 e. Involvement of Black educators in developing educational materials used in classroom instruction
- 48 f. English proficiency programs in the regular instructional process for those Black students experiencing
- 49 difficulty with standard English
- 50 g. Programs that address the alarming dropout rate among Black male students and the disproportionate
- 51 teen pregnancy rate among Black female students and encourage continued education, thereby increas-
- 52 ing their participation in the work force
- 53 h. Development of athletic programs that promote educational excellence, not just athletic power
- 54 i. Opposition to the resegregation of the public schools through special classes, or through overrepresenta-
- 55 tion in special education programs and underrepresentation in gifted programs

- 1 j. Opposition to the resegregation of public schools through overrepresentation and/or underrepresenta-
- 2 tion in charter schools
- 3 k. Dissemination of information and programs that include the values, heritage, language, culture, and
- 4 history of Black Americans
- 5 l. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 6 colleges, and course offerings at the high school level.
- 7 **m. *Prevention of disproportionate referral of Black students and their parents/guardians into the***
- 8 ***criminal justice system for violations of school discipline and truancy policies.* (1981, 2011)**
- 9

10 **D-21. Education Employee Evaluation†**

11 The National Education Association believes that formal performance-based evaluations must include forma-

12 tive evaluation components in order to assure the competency of all education employees in their respective fields.

13 Effective evaluation procedures supported by professional development programs will enable all education

14 employees to be informed in their areas of specialization. Such procedures, with sufficient resources, can help

15 ensure job competency, identify professional growth goals, and provide options for achieving these goals.

16 The Association also believes that evaluations of teachers must be comprehensive, based on multiple indica-

17 tors providing teachers with timely feedback and support to enhance their practice. Components of effective

18 evaluation must include indicators of teacher practice, teacher contribution and growth, and contribution to

19 student learning, growth, and development. High quality, developmentally appropriate teacher-selected assess-

20 ments that provide valid, reliable, timely, and relevant information regarding student learning, growth, and/or

21 development may be used as an indicator for quality, formative evaluation. Standardized tests, even if deemed

22 valid and reliable, must not be used to support any employment action against a teacher and may not be used to

23 determine any part of an educator’s evaluation.

24 Following an evaluation, a teacher should be provided with clear notice of any areas of suggested growth and

25 an improvement plan should be developed by the teacher, local association, and employer. After completing the

26 improvement plan, the teacher should then be formally reevaluated. If dismissal proceedings based on an unsat-

27 isfactory evaluation rating are warranted, the teacher must be guaranteed the right to ***procedural and substan-***

28 ***tive*** due process. Such proceedings must be implemented by administrators/evaluators who are properly trained

29 and held accountable for appropriate and fair evaluation systems. An administrator must complete evaluations in

30 accordance with the timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An

31 administrator’s failure to complete an evaluation must not negatively impact an education employee.

32 The Association further believes that classroom teachers, without fear of discipline or negative evaluation,

33 must be given the discretion to modify the pace of predetermined progress rates, dictated pacing guides, and

34 mandated scripted lesson pacing charts.

35 The evaluation procedure should be collectively bargained and/or cooperatively developed and maintained in

36 conjunction with representatives selected by the local affiliate and should include—

- 37 a. Clear performance expectations that can be objectively assessed and are specific to the job description
- 38 b. Regular observation of job performance with advance notice and discussion of evaluation visits and a
- 39 timely consultation after each visit
- 40 c. A written evaluation report to be provided to the person being evaluated
- 41 d. Opportunity for a written response prior to the placement of the evaluation in the personnel file
- 42 e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
- 43 f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to
- 44 ensure a fair and unbiased evaluation of the education employee
- 45 g. An unbiased appeals process with an evidentiary hearing under oath ***before a neutral third party such***
- 46 ***as an arbitrator.***

47 The Association believes that procedures for evaluation of administrators should include evaluations by

48 education employees who are directly supervised by them.

49 By participating in an evaluation process, education employees shall not waive their right to due process in

50 any subsequent contractual or legal proceeding. (1969, 2017)

54 † See *NEA Handbook* for the Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly, which

55 sets forth the Association’s full position dealing with this subject.

1 **E-6. Development of Materials**

2 The National Education Association believes that public school teachers and postsecondary faculty should
3 be involved in the development and field testing of all educational materials offered for adoption or purchase
4 by public school districts and educational institutions. [Materials in all subject areas should include strategies
5 that encourage student interaction, be developmentally appropriate, include appropriate accommodations and
6 modifications for students with special needs, be free of stereotypes, address divergent points of view, contain
7 sufficient activities to teach the concepts, and provide for the evaluation of higher level thinking skills.] *Materi-*
8 *als in all subject areas should—*

- 9 *a. Include strategies that encourage student interaction*
- 10 *b. Be developmentally appropriate*
- 11 *c. Include appropriate accommodations and modifications for students with special needs*
- 12 *d. Be free from stereotypes and biases*
- 13 *e. Address divergent points of view*
- 14 *f. Address cultural competency and responsiveness*
- 15 *g. Contain sufficient activities to teach the concepts*
- 16 *h. Provide for the evaluation of higher level thinking skills.*

17 The Association also believes that requiring the use of electronic curriculum mapping and lesson planning
18 software via district networks and the Internet should not impose additional time burdens on teachers, and must
19 be accompanied by adequate training and compensation. Adoption of such practices should be a collaborative
20 effort among teachers, administrators, and local boards of education.

21 Where school districts and educational institutions involve teachers and faculty in the development of any
22 educational materials, participation should be voluntary and compensated.

23

24 **G-3. Licensure**

25 The National Education Association advocates rigorous quality teaching standards for entry into the teaching
26 profession. As established by professional standards boards, these quality teaching standards must include each
27 of the following concepts:

- 28 • High academic performance
- 29 • Extensive clinical practice and field experience
- 30 • Demonstrated knowledge of subject matter
- 31 • Demonstrated knowledge of pedagogy, child development, and learning acquisition[.]
- 32 • *Demonstrated understanding of culturally responsive practices and teaching.*

33 Teacher licensure programs, including alternative routes, must be equal in rigor and focus, and based upon
34 quality teaching standards in order to prepare candidates for the initial teaching license. The Association
35 believes that all states should offer appropriate preK licensure.

36 Assessments used to measure teacher skill, knowledge, and instructional competency must be valid and
37 unbiased and should be included as one element of comprehensive assessment for completion of a teacher
38 preparation program as well as for licensure into the profession.

39 Multiple measures should be used to determine teaching readiness with evidence and feedback from univer-
40 sity faculty and cooperating teachers as key factors.

41 The Association opposes licensure processes that lower or eliminate any of the standards outlined above,
42 including “testing-only” approaches to teacher licensure.

43 The Association asserts that a teaching license should signify that an individual entering the teaching profes-
44 sion is competent to teach. A teaching license must be recognized as the primary requirement for employment
45 in every preK, elementary, secondary, and adult education public and private school.

46 The Association further asserts that:

- 47 • Licenses should only be issued if an individual possesses the entry-level knowledge and skills required for
48 teaching
- 49 • Emergency licenses should not be issued
- 50 • Assignments outside the teacher’s area of licensure should only be permitted with appropriate concurrent
51 retraining supported by the local district.

52 The Association urges the elimination of state statutes/regulations that require teachers to renew their
53 licenses. Where such renewal continues to be required, it should be based on continued growth and professional
54 development. Standardized literacy and basic skills tests to determine competency should not be used.

55

1 Any nonrenewal, revocation, or significant change to the licensure of an education employee should follow
2 procedural and substantive due process. Licensure should not be impacted solely by a nonrenewal or termina-
3 tion of specific employment.

4 The Association supports regulations that would put professional educators, the majority of whom are
5 licensed and practicing public school teachers, in state licensing agencies.

6 The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, eco-
7 nomic, gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2017)

8

9 **H-4. The Role of the Press in a Democracy**

10 The National Education Association believes that a strong and independent press is vital for a fully function-
11 ing democracy. Limits on access to information, threats to individual journalists or news outlets, and coercion
12 by elected officials or businesses cannot be tolerated. *The Association also believes that misinformation and*
13 *disinformation pose as great a threat to democracy as the lack of a free press.* The Association [also] further
14 believes that open information laws must be vigorously enforced and that First Amendment rights of the press
15 must be zealously protected. (2017)

16

17 **I-3. International Criminal Court**

18 The National Education Association believes that the International Criminal Court is critically important as
19 an instrument to help end the impunity of human rights violators, provide for the rule of law, and hold account-
20 able those who commit the gravest human rights crimes, including genocide, crimes against humanity, and war
21 crimes.

22 *The Association also believes that all countries, including the United States, should be State Parties to*
23 *the International Criminal Court.* (2005, 2014)

PROCEDURES FOR CONSIDERATION OF NEA RESOLUTIONS

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution. NEA resolutions—organized in goal areas lettered A through J—are adopted by the Representative Assembly.

The *Report of the NEA Resolutions Committee* is posted to the Delegate Resources page of the RA website at www.nea.org/ra and is distributed to delegates on the first day of the Representative Assembly. The complete NEA Resolutions document is made available at the same location in the *Summary of Winter Committee Meeting Actions*. Resolutions contained in the *Report of the 2021–2022 NEA Resolutions Committee* represent the final recommendations of the committee.

Delegates wishing to amend the committee’s report by amendment to a resolution or submission of a new resolution must do so no later than 4:00 pm Central Daylight Time (in the host city of Chicago, IL) on the first day of the Representative Assembly. After 4:00 pm CDT on the first day, amendments will remain in order only for new resolutions and amendments to resolutions that have been properly submitted prior to the deadline. Such amendments must be submitted not later than two hours before the opening of the Representative Assembly on the day on which resolutions are to be considered by delegates. All items must be submitted electronically as instructed on the online platform provided.

All NEA Resolutions are moved annually by the committee chairperson for adoption by the Representative Assembly, in conjunction with the proposed amendments appearing in this report. A delegate may propose an amendment to a resolution appearing in the committee’s report or to some other resolution in the Resolutions document. A new resolution submitted by a delegate from the floor of the Representative Assembly must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass. Submissions are published in the *RA Today*.

Proposed amendments will be considered beginning with the goal area containing the final resolution debated at the preceding Representative Assembly. The committee’s report to the 2022 Representative Assembly will begin with Goal Area C and proceed through D, E, F, G, H, I, J, A and so forth.

The definition of an NEA resolution; composition, election, and duties of the Resolutions Committee; and procedures for submitting resolutions are set forth in the special standing rules adopted for the 2022 NEA Representative Assembly and in NEA Standing Rule 7.

2021–2022 NEA RESOLUTIONS

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1	A. SERVE AS THE NATIONAL VOICE FOR	
2	EDUCATION	
3		
4	PUBLIC PERCEPTIONS OF EDUCATION	
5		
6	A-1. Public Education	
7	The National Education Association believes that continued	
8	success of the United States as a participatory democracy and	
9	as a world leader is dependent upon a shared national, state,	
10	community, and individual commitment to excellence in public	
11	education.	
12	The Association also believes that public education is the	
13	cornerstone of our social, economic, and political structure	
14	and is of utmost significance in the development of our moral,	
15	ethical, spiritual, and cultural values. The Association further	
16	believes that excellence in public education requires that	
17	students achieve mastery of learning so that they have the abil-	
18	ity to use what has been taught and have command of subjects	
19	sufficient for problem solving, decision making, and further	
20	educational growth. The Association supports high standards	
21	for teaching and learning in which students become active	
22	participants in the mastery process.	
23	Therefore, each state must maintain a system of public	
24	education that prepares its citizens to—	
25	a. Achieve functional proficiency in English, with	
26	emphasis on the development of basic reading, writing,	
27	speaking, and listening skills	
28	b. Compute effectively to procure and/or dispense services	
29	and materials	
30	c. Use critical thinking, creative thinking, and problem-	
31	solving skills	
32	d. Exercise attitudes of good citizenship, societal	
33	productivity, and global awareness	
34	e. Care for the environment	
35	f. Appreciate the aesthetic and moral qualities of life	
36	g. Formulate values that lead to continual growth and	
37	self-fulfillment	
38	h. Recognize and appreciate cultural, social, political, and	
39	religious differences	
40	i. Use leisure time effectively and develop sound physical	
41	health habits	
42	j. Develop knowledge and skills through experiences in	
43	the practical/vocational and fine arts	
44	k. Use a variety of technology effectively. (1969, 2017)	
45		
46	A-2. Educational Opportunity for All	
47	The National Education Association believes that each stu-	
48	dent has the right to a free public education suited to the needs	
49	of the individual and guaranteed by state constitutions and the	
50	United States Constitution. Public educational opportunities for	
51	every American must be preserved and strengthened. Access	
52	to, and opportunities for, postsecondary education should be	
53	widely available, and no qualified student should be denied such	
54	opportunities because of financial considerations.	
55	The Association also believes that all schools must be	
56	accredited under uniform standards established by the	
57	appropriate agencies in collaboration with the Association and	
58	its affiliates, and that the accreditation process must provide	
59	sufficient flexibility to enable individual schools to achieve	
60	educational excellence and respond to the needs of their	
61	students and community. The development of a periodic review	
62	of locally established programs should involve community	
63	members, parents/guardians, students, teachers, and education	
64	support professionals. (1969, 2017)	
65		
	A-3. Shared Responsibility for Support of Public	66
	Education	67
	The National Education Association recognizes its	68
	responsibility to promote an understanding of the history and	69
	continuing importance of public education and to support	70
	public education and public education employees. The Associa-	71
	tion encourages wide community and parental participation	72
	in achieving and maintaining educational excellence. The	73
	Association believes that school boards and other stakeholders	74
	also have a responsibility to promote public understanding of	75
	the importance of public schools.	76
	The Association also believes that public education should	77
	be publicly and democratically controlled, without undue	78
	influence in decision making on the part of any private	79
	interests, including, but not limited to, business concerns and	80
	philanthropic organizations. (1969, 2017)	81
		82
	A-4. Collaborative Partnerships	83
	The National Education Association believes that families,	84
	schools, communities, and other willing partners at the local,	85
	state, and national levels are fundamentally and positively	86
	interconnected.	87
	The Association also believes that building and sustaining	88
	collaborative partnerships among families, schools, communi-	89
	ties, and willing partners is integral to ensuring every student	90
	great public schools. Critical strategies for effective partner-	91
	ships should include—	92
	a. Agreeing on core values	93
	b. Using data to set priorities and focus strategies	94
	c. Providing relevant training to facilitate ongoing	95
	partnerships	96
	d. Using targeted outreach to focus on areas of mutual	97
	concern	98
	e. Building one-to-one relationships between families and	99
	educators that are linked to learning	100
	f. Setting, communicating, and supporting high and	101
	rigorous expectations	102
	g. Addressing cultural differences	103
	h. Connecting students to the community. (2012)	104
		105
	A-5. Parental Involvement	106
	The National Education Association believes that a com-	107
	munity engaged in the life of its public schools is paramount	108
	to the future of public education. Parents/guardians who are	109
	active participants in the education of their children increase	110
	the likelihood of the achievement of educational excellence. In	111
	coordination with other stakeholders, parents/guardians must	112
	set high expectations for student behavior and academic success	113
	and provide the encouragement and support for all students to	114
	achieve their full potential.	115
	The Association also believes that laws which circumvent	116
	authentic parental and community involvement are detrimental	117
	to the partnership between parents and educators.	118
	The Association further believes that innovative programs	119
	should be developed and resources committed to promote and	120
	increase family and community involvement in public schools	121
	and to promote and increase the involvement of education	122
	employees in the community. The Association encourages	123
	its affiliates to work collaboratively with the community in	124
	establishing such programs and finding the resources necessary	125
	to make the programs successful.	126
	The Association believes that parents/guardians should be	127
	encouraged to visit their children’s schools and communicate	128
	with their children’s teachers and other education employees	129
	with whom the children have daily contact. In addition, schools	130

1	should communicate with parents/guardians in their native	66
2	language. The Association also believes that parents/guard-	67
3	ians, students, community members, teachers, other education	68
4	employees, and school board members should promote the	69
5	collaborative successes between the school and the community.	70
6	(2001, 2017)	71
7		72
8	A-6. School Boards	73
9	The National Education Association believes that it is the	74
10	responsibility of school boards to provide a quality education	75
11	to each student within a school district. The Association also	76
12	believes that school boards must provide resources and support	77
13	so that each school in a district meets standards for educational	78
14	excellence. The Association further believes that school boards	79
15	must promote public understanding of the importance of public	80
16	education and the schools and programs within their school	81
17	districts.	82
18	The Association believes that the composition of school	83
19	boards must be representative of the population within the	84
20	school district, including minority groups; that board members	85
21	must be elected by the voters in the school district; and that	86
22	board members must be elected from representative districts.	87
23	The Association opposes federal, state, and local takeovers	88
24	of public schools, public school districts, and their governing	89
25	boards. The Association also believes that the closing of schools	90
26	by school boards to avoid legislative corrective action is not in	91
27	the best interest of students, parents, or school employees. The	92
28	Association further believes that provisions should be made	93
29	for parents/guardians of students who are attending school in a	94
30	district other than their home district as part of a court-ordered	95
31	interdistrict busing plan to have substantive influence on board	96
32	actions and policies. The Association believes that school	97
33	boards must have the authority to decide the location of public	98
34	schools and privately-managed charter schools within their	99
35	districts.	100
36	The Association also believes that student participation in	101
37	a school board's deliberative process should be encouraged,	102
38	and that student input in the voting process should be advisory	103
39	only. Wherever a school board includes student members, they	104
40	should be excluded from participating in discussions, receiv-	105
41	ing information, and voting on issues dealing with education	106
42	employees and items contained in negotiated agreements.	107
43	The Association further believes that school board meet-	108
44	ings must be held at times and places that allow education	109
45	employees, local affiliates, and the community to participate in	110
46	educational decision making. (1980, 2018)	111
47		112
48	A-7. Business Support for Public Education	113
49	The National Education Association believes that the busi-	114
50	ness community and the Association should work cooperatively	115
51	in promoting, planning, implementing, and evaluating school-	116
52	community-business partnerships in the support of public	117
53	education.	118
54	The Association welcomes from the business community	119
55	supplementary activities such as cooperative programs,	120
56	resource assistance, release of employees for parent-teacher	121
57	conferences, funding for scholarships, and the donation of	122
58	specialized equipment.	123
59	The Association also believes that the use of programs that	124
60	involve the marketing and/or promoting of products that exploit	125
61	students and/or institutions should be prevented. (1984, 1996)	126
62		127
63	A-8. American Education Week	128
64	The National Education Association believes that American	129
65	Education Week is an important observance during which	130
	positive attention should be focused on the contributions of	
	public education and education employees. (1997, 2006)	
	A-9. U.S. Department of Education	
	The National Education Association believes that the	
	U.S. Department of Education must be a viable force for	
	the maintenance and improvement of public education. The	
	Association also believes that Association members must be	
	fully involved in establishing goals and planning programs with	
	the Department.	
	The Association further believes that internal and external	
	attempts to dismantle and to erode the effectiveness of the	
	Department of Education through the federal budgetary process	
	are detrimental to the public interest. (1980, 1988)	
	A-10. Historically Black Colleges and Universities	
	The National Education Association recognizes that	
	Historically Black Colleges and Universities (HBCUs) continue	
	to play a vital role in helping Americans in their efforts toward	
	building a truly pluralistic society.	
	The Association believes that the programs of HBCUs	
	should continue to be reviewed and updated so that they	
	maintain diverse and quality faculties and student bodies.	
	The Association urges its affiliates to be in the forefront of	
	all efforts that seek to support, maintain, and promote these	
	invaluable institutions, their programs, and their full participa-	
	tion in the mainstream of education. The Association also	
	believes that closing, downgrading, or merging HBCUs is not in	
	the best interest of the educational community. (1980, 2016)	
	A-11. Use of Closed Public School Buildings	
	The National Education Association believes that closed	
	public school buildings that have been deemed safe can be used	
	effectively for public preschool, day care, job training, and adult	
	and higher education centers. The Association also believes that	
	closed public school buildings should be sold or leased only	
	to those organizations that do not provide direct educational	
	services to students and/or are not in direct competition with	
	public schools. (1982, 2000)	
	A-12. School Accountability	
	The National Education Association supports effective and	
	fair school accountability systems. The Association believes	
	that these systems must promote student excellence and growth	
	that reflect meaningful, high quality learning and ensure that	
	the best teaching practices are supported and utilized. The	
	Association also believes that the focus of the accountability	
	system must be on the school, not on individual stakeholders,	
	as the unit for evaluation and improvement of student learning.	
	Development and implementation of the accountability system	
	must ensure that the stakeholders at the school, district, state,	
	and national levels share the responsibility for establishing clear	
	goals, adopting high expectations for student learning, dem-	
	onstrating multiple methods of student success, and providing	
	adequate and equitable funding and support systems.	
	The Association further believes that a school accountability	
	system must—	
	a. Promote educational excellence	
	b. Ensure the alignment of standards, assessments, and	
	curricula	
	c. Balance its focus on school context, process, and	
	student performance	
	d. Set high standards for student learning, levels of	
	support by each stakeholder, and clearly defined goals	
	for the school as a unit	

1	e.	Provide for the development and implementation of a valid methodology for use as an assessment tool to determine the required funding necessary to enable all students to achieve educational excellence	66
2			67
3			68
4			69
5	f.	Provide professional development for all education employees prior to implementation of the system	70
6			71
7	g.	Use multiple assessment tools that are universally designed and sources of data that are meaningful, relevant, valid, and reliable	72
8			73
9			74
10	h.	Include necessary accommodations and modifications to maximize the success of all students	75
11			76
12	i.	Include measures to improve school accountability	77
13	j.	Identify how the school as a unit achieves its goals	78
14	k.	Identify and address the internal and external factors that impact student learning and development	79
15			80
16	l.	Provide for the timely dissemination of assessment results to all stakeholders	81
17			82
18	m.	Be applied in a fair and equitable manner	83
19	n.	Include periodic evaluation and modification of the system	84
20			85
21	o.	Provide for the development of a school improvement plan	86
22			87
23	p.	Include a formal appeals process for every school that is being targeted with academic sanctions or any other form of takeover	88
24			89
25			90
26	q.	Include provisions to keep students and educators safe in times of crises. (1971, 2021)	91
27			92
28			93
29			94
30			95
31			96
32			97
33			98
34			99
35			100
36			101
37			102
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52			117
53			118
54			119
55			120
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57			122
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59			124
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63			128
64			129
65			130

A-13. Appointments by the President of the United States

The National Education Association believes that the need for quality education demands that criteria for presidential appointments in the field of education shall include a commitment to public education and significant contributions to the education community. Education employees should be included in such appointments. (1970, 1990)

FINANCING OF PUBLIC EDUCATION

A-14. Financial Support of Public Education

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

- a. An increasing portion of public funds should be for direct instruction of students.
- b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
- e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
- f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the

- excessive reliance on property taxes, and protects subsistence income.
- g. Provisions must be made for research, development, implementation, continuation, and improvement in education practices. Funding must be included for resources such as personnel, time for staff planning, training and professional development, facilities, equipment, and materials.
- h. State and federal mandates affecting public education programs must be accompanied by adequate and equitable funding.
- i. School trust lands must be administered with the generation of funds for public education as a primary goal and in a manner that ensures the sustainable use of those lands by current and future generations. State school trust funds should be fairly compensated by the federal government for school trust lands included in national parks, monuments, or wilderness areas.
- j. Efforts should be made at the state and federal levels to ensure stable, adequate, and equitable funding of public schools historically receiving revenues derived from state and federal lands and natural resources. These efforts should include, but not be limited to, ensuring the sustainable use of these public lands and resources by current and future generations.
- k. Additional funding must be provided to cover the cost of achieving the goals of raising student performance, implementing new programs, and raising standards of student learning.
- l. Funding should be greater for students facing social, economic, and/or education challenges.
- m. Funds must be provided for programs to alleviate discrimination based on race, gender, and sexual orientation and to eliminate stereotypical portrayals regarding race, gender, sexual orientation, gender identity, and gender expression.
- n. Public funds must not be expended for any materials that promote stereotypes and/or biases regarding race, gender, sexual orientation, gender identity, and gender expression.
- o. Public funds must not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
- p. Categorical funding must be assured in areas such as special education, bilingual/English as a second language, class size reduction, the economically/ educationally disadvantaged, and adult education.
- q. Any institution, agency, or individual receiving financial aid from federal, state, or local governments must adhere to all applicable state and federal laws, rules, and regulations.
- r. Full-day, every day kindergarten programs should be fully funded.
- s. Federal, state, and, as appropriate, local governments should provide funds sufficient to make prekindergarten available for all three- and four-year-old children.
- t. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.
- u. Public funds should be based on student enrollment rather than student attendance
- v. Tax revenue should be appropriated for the maximum benefit of public education, and public banking options should be considered to avoid private banking fees that reduce education funding.

1	The Association opposes providing any public revenues to	66
2	preK through 12 schools for sectarian instruction. The Associa-	67
3	tion also opposes providing such revenues to sectarian and	68
4	nonsectarian preK through 12 private schools or to nonpublic	69
5	school students in preK through 12 education, unless such	70
6	revenues are used for educational services that are not available	71
7	in public schools to which students have reasonable access.	72
8	(1997, 2021)	73
9		74
10	A-15. Federal Financial Support for Education	75
11	The National Education Association believes that the federal	76
12	government has a legitimate and proper concern and responsi-	77
13	bility for the quality of public education provided to its citizens.	78
14	The federal government should—	79
15	a. Ensure equity and adequacy of educational opportunity	80
16	for all	81
17	b. Collect basic data to be used in public schools and	82
18	to engage in research, development, and consultation	83
19	activities that support quality state and local education	84
20	programs	85
21	c. Grant supplemental aid to states that are not able to	86
22	raise adequate funds to provide all students with a high-	87
23	quality education and to provide funding to support	88
24	state and local government efforts in pursuit of national	89
25	interests in public education.	90
26	Federal funding formulas should reflect the most current and	91
27	accurate accounting of the public school population; measure-	92
28	ments of poverty; and the state’s ability to raise adequate funds.	93
29	The Association also believes that funding for federal programs	94
30	should be substantially increased, not merely redistributed	95
31	among states or other federal initiatives.	96
32	The Association further believes that there should be federal	97
33	support for education whereby—	98
34	a. The federal government assumes a full partnership	99
35	role with local school districts by providing significant	100
36	levels of federal funding for elementary and secondary	101
37	education through a program of general aid and	102
38	categorical assistance along with the mandatory full	103
39	funding of mandated federal programs.	104
40	b. Federal education funding is clear and identifiable	105
41	within the federal budget.	106
42	c. Federally funded instructional programs have	107
43	maximum teacher involvement in their development at	108
44	the federal level and must be implemented at the local	109
45	level only after the involvement and approval of the	110
46	recognized bargaining agent or local affiliate.	111
47	d. Advisory committees for federally funded programs	112
48	reflect the ethnic makeup of local communities and	113
49	maintain a gender balance to ensure accountability	114
50	and equity. Parents/guardians, students, and educators	115
51	should be included as members of these committees	116
52	e. The amount of aid is generally predictable for long-	117
53	range planning and specifically predictable for year-to-	118
54	year planning.	119
55	f. Federal legislation complies with civil rights statutes	120
56	and is consistent with the constitutional provision	121
57	respecting the establishment of religion and provides	122
58	for judicial review as to its constitutionality.	123
59	g. Categorical funding is assured in areas such as special	124
60	education, bilingual/English as a second language, and	125
61	the economically/educationally disadvantaged.	126
62	The Association believes that federal monies budgeted for	127
63	preK through adult education must be equitably and adequately	128
64	expended for public education. The Association opposes any	129
65	federal legislation, laws, or regulations that provide funds,	130
	goods, or services to sectarian schools. The Association also	
	opposes providing such funds, goods, or services to nonsec-	
	tarian private schools or nonpublic school students in preK	
	through adult education, unless those funds, goods, or services	
	are used for educational services that are not available in public	
	schools to which students have reasonable access. The Associa-	
	tion condemns and deplors federal policies and programs that	
	serve to undermine America’s historical commitment to free	
	public education. (1983, 2007)	
	A-16. School Trust Lands	
	The National Education Association believes in providing	
	support to states with school trust lands to ensure that they	
	are an important source of funding for public education. The	
	Association supports providing such states with the assistance	
	and guidance necessary to ensure the trust lands and permanent	
	funds generate the maximum revenue possible for public	
	education consistent with the sustainable use of those lands by	
	current and future generations.	
	The Association also believes that, to maximize educational	
	dollars available to states and ensure a quality education sys-	
	tem, revenue from trust lands should be used to supplement, not	
	supplant, revenue for general fund education budgets. (2008)	
	A-17. Financial Support for Postsecondary	
	Education	
	The National Education Association supports the mainte-	
	nance and expansion of funding for postsecondary education,	
	including programs of institutional and scholar support,	
	research grants, support for historically Black and developing	
	institutions, and student financial assistance to assure access	
	and choice for all qualified students—regardless of personal	
	financial means—who wish to pursue postsecondary education.	
	The Association believes that student need and enrollment	
	should be criteria for funding postsecondary education. The	
	Association also believes that need-based student financial	
	assistance should be available only through fully accredited	
	postsecondary education institutions and governmental agen-	
	cies. (1986, 2015)	
	A-18. Higher Education Research and Study	
	Grants	
	The National Education Association believes that both the	
	governmental and private sectors should provide research and	
	study grants to higher education faculties in all academic areas.	
	Such grants should be awarded on the basis of merit without	
	discrimination. The dissemination of grants should not be used	
	to influence university decisions and policies.	
	The Association also believes that the process of study and	
	research grants provided should not influence undergraduate or	
	graduate curricula until such time as the research is completed	
	and systematically integrated into the curricula.	
	The Association further believes that our national economic	
	well-being is dependent upon the expansion of the highest	
	quality research and training in our professional and graduate	
	schools as well as the recruitment and training of a diverse and	
	highly skilled workforce.	
	The Association believes that academic freedom applies to	
	research and the dissemination of research results. (1985, 2001)	
	A-19. Public Education/National Defense	
	The National Education Association believes that mainte-	
	nance of a strong system of public education is paramount to	
	maintaining a strong national defense. Whenever there is a redi-	
	rection of resources from military purposes, the Association	

1	A-26. For-Profit Schools[†]		66
2	The National Education Association believes that there is		67
3	an inherent conflict between serving the needs of children and		68
4	serving the needs of stockholders in an educational setting, and		69
5	opposes education for profit. (2000)		70
6			71
7	A-27. Funding for Extracurricular Programs		72
8	The National Education Association believes that every		73
9	public school student must have an opportunity to participate in		74
10	school-sanctioned and funded extracurricular programs.		75
11	The Association urges that equitable funds for transporta-		76
12	tion, facilities, equipment, and remuneration of staff be		77
13	provided for all school-sanctioned extracurricular activities.		78
14	Funding should be equitably distributed between athletic and		79
15	nonathletic extracurricular activities. The Association also		80
16	believes that extracurricular fundraising is not an acceptable		81
17	substitute for district funding of extracurricular activities. (1975,		82
18	2001)		83
19			84
20	A-28. Local Education Foundations		85
21	The National Education Association believes that local		86
22	education foundations (LEFs) can strengthen the educational		87
23	objectives of a school system by supporting programs that will		88
24	enhance the approved school curriculum. LEFs are nonprofit		89
25	organizations whose boards represent local community and		90
26	education leaders. Each LEF is unique in its operation with		91
27	the purpose of generating resources for local public education		92
28	programs.		93
29	The Association also believes that LEFs should be separate		94
30	from the local board of education and district administration		95
31	and must not supplant local budgets. The Association further		96
32	believes that education employees in positions within an		97
33	LEF-funded program must be a part of an existing collective		98
34	bargaining unit or, in nonbargaining jurisdictions, must be		99
35	subject to the existing legislation, employer policy, and/or other		100
36	sources that establish the terms and conditions of employment.		101
37	The Association believes that projects and programs developed		102
38	by LEFs must not replace current educational programs offered		103
39	by the district and must not displace members from assign-		104
40	ments held in the district. The district must be reimbursed for		105
41	the use of facilities, resources, or services at the full rate.		106
42	The Association also believes that LEFs should grant awards		107
43	to education employees in a fair, equitable, and nondiscrimina-		108
44	tory process. LEFs should establish, publish, and implement		109
45	clear guidelines for granting awards.		110
46	The Association further believes that education employees		111
47	included in LEF grant programs must be protected from		112
48	reproach by school and/or community members. (2006, 2007)		113
49			114
50	QUALITY EDUCATION		115
51			116
52	A-29. School Improvement Process		117
53	The Association believes that any school improvement		118
54	process must, at a minimum—		119
55	a. Involve all school staff as active partners in the		120
56	development of the plan		121
57	b. Provide the additional funding, resources, and		122
58	assistance necessary to accomplish the plan		123
59	c. Identify the responsibilities of each stakeholder—		124
60	students, education employees, parents/guardians,		125
61	community members, government, policymakers, social		126
62			127
63			128
64	[†] See <i>NEA Handbook</i> for the Policy Statement on Privatization and Sub-		129
65	contracting adopted by the 2000 Representative Assembly, which sets forth		130
	the Association's full position dealing with this subject.		
	agencies, and taxpayers—in the implementation of the		
	plan		
	d. Provide time for planning, implementation, and		
	reassessment		
	e. Be consistent with education employees' rights and		
	responsibilities as set forth in laws, contracts, policies,		
	and/or local agreement processes. (1971, 2014)		
	A-30. Improving and Maintaining Educational		
	Facilities		
	The National Education Association believes that many		
	educational facilities are in a state of decay, neglect, and/or		
	deterioration. The Association supports funding to modernize,		
	expand, replace, and/or maintain these facilities in order to		
	provide a safe, healthy, and effective teaching and learning		
	environment for students and education employees.		
	The Association also believes that the community, parents/		
	guardians, students, and education employees must be effec-		
	tively involved in the development of plans to modernize,		
	expand, and/or replace facilities.		
	The Association further believes that preventive mainte-		
	nance in all facilities is equally important in achieving this		
	goal.		
	The Association believes that all students deserve class-		
	rooms that are contained in a permanent physical plant and that		
	such classrooms should be appropriately equipped for optimal		
	teaching and learning. The Association also believes that		
	temporary or portable structures such as trailers are inherently		
	inadequate substitutes for permanent structures. (1969, 2009)		
	A-31. Charter School Accountability[†]		
	The National Education Association acknowledges the		
	value set forth in the original conception of charter schools as		
	innovators within local public school districts, provided such		
	charter schools are authorized by and held accountable to local		
	democratically elected school boards or their equivalent, and		
	meet certain basic procedural and substantive safeguards that		
	apply to public schools. These basic safeguards protect schools		
	in our communities as well as our nation's commitment to a		
	free public education system that is accessible to all.		
	The Association believes that the competitive market model		
	of charter schools promising school improvement simply by		
	way of introducing competition into local school systems is a		
	failure, and that basic accountability to the community is the		
	only way to ensure options that are high quality and demon-		
	strate sustainable student growth. The Association also believes		
	that handing over the education of our students to privately		
	managed, largely unaccountable charter schools that do not		
	answer to locally elected school boards or their equivalent		
	jeopardizes student success, undermines the public education		
	system, and harms our students and educators, particularly in		
	communities of color.		
	The Association further believes that all educators deserve		
	the right to a collective voice through bargaining and represen-		
	tation, and that an organized workforce is a better guardian of		
	quality standards for students and educators alike. Educators in		
	public charters therefore must be allowed to organize and fully		
	participate in the union.		
	The Association supports both communities organizing for		
	quality public education and educators working together to		
	improve and hold accountable charter schools while supporting		
	[†] See <i>NEA Handbook</i> for the Policy Statement on Charter Schools		
	adopted by the 2017 Representative Assembly, which sets forth the Associa-		
	tion's full position dealing with this subject.		

1	state and local efforts to preserve public school funding and		66
2	services by eliminating such funding and services from unac-		67
3	countable privately managed charters that do not comply with		68
4	those basic safeguards and standards. (1993, 2017)		69
5			70
6	A-32 Takeover of Public Schools or Public School		71
7	Districts		72
8	The National Education Association believes that the		73
9	locally elected school board should govern the school district		74
10	to provide an educational program designed to meet the needs		75
11	of all students in the district. School boards of public school		76
12	districts undergoing a program improvement process should		77
13	maintain their authority over school district business as duly		78
14	elected officials of the school district.		79
15	The Association also believes that if a takeover of a public		80
16	school or a public school district occurs, current collective		81
17	bargaining agreements and due process rights must be main-		82
18	tained. Employees of these public schools and public school		83
19	districts should remain bargaining unit members of local, state,		84
20	and national affiliates.		85
21	The Association further believes that federal, state, and local		86
22	support should be given to public schools and public school		87
23	districts undergoing a program improvement process. Support		88
24	should also be provided by local and state affiliates, as well as		89
25	the Association.		90
26	The Association believes that if charter schools are created		91
27	to replace public schools that have been taken over, they must		92
28	follow all current laws regarding charter schools and comply		93
29	with the Association's criteria for acceptable charter schools.		94
30	(2006)		95
31			96
32	A-33. Federally or State-Mandated Choice/		97
33	Parental Option Plans		98
34	The National Education Association believes that federally		99
35	or state-mandated parental option or choice plans compromise		100
36	free, equitable, universal, and quality public education for every		101
37	student. Therefore, the Association opposes such federally or		102
38	state-mandated choice or parental option plans.		103
39	The Association also believes that local districts, in partner-		104
40	ship with state and federal governments, must provide a quality		105
41	education for every student by securing sufficient funding to		106
42	maintain and enhance excellence in each local public school		107
43	district.		108
44	The Association supports alternative programs for specific		109
45	purposes in the public schools. (1989, 2001)		110
46			111
47	A-34. School Restructuring		112
48	The National Education Association believes that prior to		113
49	consideration of school restructuring efforts, the school must		114
50	have had access to adequate resources to implement school		115
51	improvement plans. All school restructuring plans must employ		116
52	an open democratic process that meaningfully involves local		117
53	associations and other stakeholders in all decision making.		118
54	Such efforts must—		119
55	a. Adhere to collectively bargained labor agreements		120
56	b. Comply with all appropriate school board policies		121
57	c. Exhaust all viable evidence-based internal school		122
58	improvement plans that address the needs of the whole		123
59	child		124
60	d. Identify, analyze, and evaluate the impact of		125
61	restructuring and its funding		126
62	e. Deliberate restructuring proposals in open meetings		127
63	and public hearings		128
64	f. Develop procedures and criteria that support and attract		129
65	staff transfers to/from restructured schools.		130
	The Association also believes that education services in		
	restructured schools should continue to be provided by public		
	entities and public employees. (2006, 2012)		
	A-35. District Consolidation/Deconsolidation		
	The National Education Association believes that any		
	proposal that calls for the consolidation/deconsolidation of		
	districts should be brought forth by locally elected school		
	boards of affected districts.		
	The Association also believes that district consolidation/		
	deconsolidation must employ a democratic process that		
	meaningfully involves local associations and other stakeholders		
	in all decision making.		
	The Association further believes that if districts undergo		
	consolidation/deconsolidation, all education employees in the		
	new district(s) should be treated equitably with no reduction		
	in the salary, benefits, protections, bargaining rights, or due		
	process rights of the employees. Employees of these public		
	school districts should remain bargaining unit members of		
	local, state, and national affiliates. (2008)		
	A-36. Media Utilization		
	The National Education Association believes that the broad-		
	casting industry must serve the public interest and educational		
	process. The Association encourages the creative and innova-		
	tive use of media for improving instruction. It is essential that		
	teachers or their designees have the right to record programs off		
	the air and play them back on a delayed basis sufficient to meet		
	the needs of effective teaching.		
	The Association also believes that the Public Broadcasting		
	Service (PBS), National Public Radio (NPR), and expanding		
	cable television (CATV) should provide communication		
	services for education. Federal regulations should guarantee		
	the reservation of at least 20 percent of the channel capacity		
	of CATV systems for public school access and other public		
	purposes.		
	The Association urges its affiliates to become involved in		
	the program development and utilization of each of these media		
	resources. The Association also urges continued local, state,		
	and federal financial support for public broadcasting. (1981,		
	1996)		
	A-37. Community Education		
	The National Education Association believes that the		
	relationship between schools and the community that surrounds		
	them is significant to the success of students and educators.		
	Community education programs are comprehensive and coor-		
	dated plans allowing local schools and communities to form		
	partnerships in the education process by providing educational,		
	recreational, social, and cultural services for all people in the		
	community. Therefore, school staff should form partnerships		
	with community leaders to provide these services for the		
	communities they serve. The Association urges state affiliates		
	to become involved in the promotion, expansion, and imple-		
	mentation of community education programs and partnerships		
	in their states. (1977, 2021)		
	A-38. Rural Education		
	The National Education Association supports a strong rural		
	educational system and the preservation of the community		
	infrastructure in rural America.		
	The Association believes that rural areas contain a range of		
	conditions that make them unique and supports the develop-		
	ment of programs that recognize and deal with rural needs.		
	The Association recognizes that equal per pupil funding may		

1	not provide equal education. The Association also believes in		66
2	equal educational programs and the equitable funding of such		67
3	programs, and that neither should be dependent on geographical		68
4	location, density of population, or consolidation of rural		69
5	schools. (1976, 1997)		70
6			71
7	A-39. Urban Development		72
8	The National Education Association believes that profes-		73
9	sional organizations should be concerned about the quality of		74
10	life in our cities and should advocate policies or programs con-		75
11	cerning land use, zoning, urban development, economic growth,		76
12	plant closings, mass transit, rent subsidy, or other issues vitally		77
13	affecting patterns of community development and subsequently		78
14	the quality of education in our schools. (1974, 1988)		79
15			80
16	A-40. U.S. Federal Schools		81
17	The National Education Association believes that all federal		82
18	schools, except those under the control of the Bureau of Indian		83
19	Affairs, should come under the auspices of the U.S. Department		84
20	of Education.		85
21	The Association also believes that all dependents of U.S.		86
22	government employees in Department of Defense Education		87
23	Activity (DoDEA) schools should be afforded the opportunity		88
24	to attend such schools and opposes any attempt by Congress to		89
25	privatize these federal schools. (1980, 2002)		90
26			91
27	B. ADVANCE THE CAUSE OF PUBLIC		92
28	EDUCATION FOR ALL INDIVIDUALS		93
29			94
30	LIFELONG LEARNING		95
31			96
32	B-1. Early Childhood Education[†]		97
33	The National Education Association champions early		98
34	childhood education programs in the public schools for children		99
35	from birth through age eight. The Association also supports a		100
36	high-quality program of transition from home and/or preschool		101
37	to the public kindergarten or first grade. This transition should		102
38	include communication and cooperation among parents/guard-		103
39	ians, the preschool staff, and the public school staff. The Asso-		104
40	ciation believes that such programs should be held in facilities		105
41	that are appropriate to the developmental needs of these		106
42	children. The Association also believes that early childhood		107
43	education programs should include a full continuum of services		108
44	for parents/guardians and children, including child-care, child		109
45	development, developmentally appropriate and diversity-based		110
46	curricula, special education, and appropriate bias-free screen-		111
47	ing devices. Early childhood education programs also must be		112
48	sensitive to and meet the physical, social, mental, and emotional		113
49	health and nutritional needs of children.		114
50	The Association further believes that early childhood		115
51	education programs should maintain small group size with		116
52	appropriate staff/child ratios for each age level. These programs		117
53	must be staffed by the appropriate ratio of teachers, administra-		118
54	tors, and support staff who are prepared in early childhood		119
55	education and child development. When two half-day sessions		120
56	are taught by one teacher, the total class load for both sessions		121
57	should not exceed the number of students in a first-grade class.		122
58	Males should be encouraged and recruited to enter and be		123
59	actively involved in early childhood education. Preparation		124
60	programs for staff should lead to credentials consistent with the		125
61	educational standards in each state.		126
62			127
63			128
64	[†] See <i>NEA Handbook</i> for the Policy Statement on Kindergarten and		129
65	Prekindergarten adopted by the 2003 Representative Assembly, which sets		130
	forth the Association's full position dealing with this subject.		

1	techniques, and is free from the effects of implicit or explicit	
2	bias.	
3	The Association also encourages the development of	
4	guidance and counseling programs that stimulate parental and	
5	community involvement, and promote health services. (1976,	
6	2021)	
7		
8	B-3. High School Diploma/Equivalency	
9	The National Education Association supports the concept	
10	of a high school education for all and believes that every	
11	student should earn a high school diploma or its equivalent. The	
12	Association also believes in the value of academic prepara-	
13	tion, school attendance, and social interaction for meeting the	
14	requirements of high school graduation.	
15	The Association recognizes that in some instances the	
16	use of high school equivalency tests is acceptable when the	
17	best interests of the students are served. The Association also	
18	believes that high school equivalency testing can be misused	
19	and can have a negative impact.	
20	The Association believes that any state or district plan to	
21	use equivalency testing as the basis for qualification for a high	
22	school diploma should be developed cooperatively by classroom	
23	teachers, certified/licensed specialized instructional support	
24	personnel, administrators, and governing boards. (1976, 2015)	
25		
26	B-4. Expanding Student Graduation and	
27	Promotion Options	
28	The National Education Association believes that public	
29	high schools should employ multiple graduation and promo-	
30	tion options and create partnerships with colleges, alternative	
31	schools, and vocational, career and technical programs. These	
32	options also serve as valid indicators of readiness for postsec-	
33	ondary opportunities. (2008, 2017)	
34		
35	B-5. Dropout Prevention	
36	The National Education Association believes high school	
37	graduation must be a federal, state, and local priority.	
38	The Association also believes that education systems should	
39	collaborate with parents/guardians and the broader community.	
40	Together, they should provide intervention, social/emotional	
41	and legal support, academic assistance, retention counseling,	
42	and career programs to ensure that preK through 12 students	
43	remain in school through the completion of high school gradua-	
44	tion requirements.	
45	The Association further believes that the disaggregation of	
46	graduation rate data is essential to identify and to implement	
47	appropriate interventions for highly-impacted groups and	
48	individuals. (2008, 2021)	
49		
50	B-6. Higher Education	
51	The National Education Association supports higher educa-	
52	tion from fully accredited institutions as an essential part of the	
53	education process. Higher education is postsecondary education	
54	that provides college credit and/or certification/licensure. The	
55	Association believes that postsecondary education serves an	
56	invaluable function for intellectual development, research and	
57	scholarship, career preparation, and preparation for life.	
58	The Association also supports access to postsecondary	
59	programs for all qualified students without regard to age,	
60	gender, sexual orientation, gender identity, gender expression,	
61	disability, race, military registration status, or ability to pay.	
62	The Association also believes that postsecondary institutions	
63	should not penalize degree-holding students who return to	
64	upgrade or develop new skills.	
65		
	The Association further supports fully funded, guaranteed	66
	student loan and grant programs, including fully funded health	67
	care insurance. Guaranteed loans should be made available for	68
	all students. Criteria for grants should include the total financial	69
	situation of the family, other family members currently enrolled	70
	in institutions of higher education, and parents'/guardians'	71
	ability to contribute financially.	72
	The Association further believes that clear admission and	73
	graduation standards, careful student counseling, tutorial	74
	and other support services, the right to complete coursework	75
	during or after the quarter/semester missed due to documented	76
	extended illness, active participation of students in their	77
	own learning, and a thoughtfully articulated curriculum can	78
	significantly help increase the number of students successfully	79
	completing their degrees.	80
	The Association believes that all courses must be offered	81
	with sufficient frequency and with a sufficient number of sec-	82
	tions to enable students to graduate within the time prescribed	83
	for each program.	84
	The Association urges the nation's colleges and universities	85
	to develop, in cooperation with the Association, a uniform	86
	formula to evaluate credit hours. (1980, 2021)	87
		88
	B-7. Adult Education	89
	The National Education Association supports adult educa-	90
	tion programs that provide lifelong educational and career	91
	opportunities. Adult education is the practice of educating	92
	adults through non-college credit classes. The Association	93
	recognizes the importance of high school completion, English	94
	language acquisition, parenting education, career training, and	95
	other adult education programs that provide students with an	96
	opportunity to become productive, effective, and responsible	97
	parents, citizens, and community members.	98
	The Association believes that to have access to adult educa-	99
	tion programs, adult education students with minor children	100
	should have child care available at their educational sites during	101
	class time. (2006, 2013)	102
		103
	B-8. Critical Thinking	104
	The National Education Association believes that critical	105
	thinking is an essential part of a well-rounded education.	106
	The Association also believes that educators play a vital role	107
	in teaching critical thinking skills through developmentally	108
	appropriate practices. The Association further believes that	109
	developmentally appropriate practices enable students to	110
	analyze, synthesize, evaluate, determine the importance and	111
	relevance of arguments and ideas, and identify erroneous or	112
	fallacious reasoning and logic. (2019)	113
		114
	B-9. Independent Reading Skills	115
	The National Education Association believes that it is	116
	critical that students become independent readers to succeed in	117
	school and life. Reading instruction, with appropriate interven-	118
	tion, especially in the early grades, is essential for learning in	119
	all content areas and for achieving high standards. Students at	120
	all levels should have access to independent reading choices	121
	through school libraries in their buildings that are staffed by	122
	certified school library teachers. Teachers at all levels should be	123
	encouraged to use certified school library teachers' expertise to	124
	address the diverse needs of students.	125
	The Association also believes that the acquisition of the	126
	primary language spoken within the home is the foundation	127
	for reading skills development. Emerging literacy skills begin	128
	with the interaction and communication between children and	129
	adults. An increased number of words spoken to a child during	130

1	language development increases future reading proficiency.	66
2	The Association further believes that schools and communities	67
3	should work together in raising awareness of the link between	68
4	language development and reading skills acquisition.	69
5	The Association believes that teachers' efforts to value and	70
6	promote reading should be supported by parents/guardians,	71
7	school library media specialists, other education employees,	72
8	and communities. (1998, 2017)	73
9		74
10	B-10. Effective Communication	75
11	The National Education Association believes that it is	76
12	critical that students become effective communicators in school	77
13	and in life through all forms of expression. Communication	78
14	instruction is essential for learning in all content areas and for	79
15	achieving high standards.	80
16	The Association also believes that educators' efforts to value	81
17	and promote effective communication should be supported by	82
18	parents/guardians, administrators, other education employees,	83
19	and communities. (2009, 2017)	84
20		85
21	EDUCATIONAL EQUITY	86
22		87
23	B-11. Class Size	88
24	The National Education Association believes that excellence	89
25	in the classroom can best be attained by small class size.	90
26	Optimal class sizes must be based on the needs of students,	91
27	grade level, subject area content, and physical facilities. The	92
28	Association also believes in proportionately lower class sizes in	93
29	programs for students with exceptional needs. The Association	94
30	further believes that networking and advocacy with stakeholder	95
31	groups can assist in the adoption of new policies that ensure	96
32	workload assignments are made to provide the maximum	97
33	benefit to exceptional students. The Association believes in	98
34	working together with state and local affiliates to identify	99
35	caseload issues and promote workload-based systems that	100
36	advance best practices. To further this goal, the Association	101
37	also believes that state departments of education should, on a	102
38	yearly basis, collect and report class size data that reflect the	103
39	class size experienced by most students. (1982, 2021)	104
40		105
41	B-12. Diversity	106
42	The National Education Association believes that a diverse	107
43	society enriches all individuals. Similarities and differences	108
44	among race, ethnicity, color, national origin, language, geo-	109
45	graphic location, religion, gender, sexual orientation, gender	110
46	identity, age, physical ability, size, occupation, and marital,	111
47	parental, or economic status form the fabric of a society. Educa-	112
48	tion should foster a vibrant, pluralistic society that authentically	113
49	reflects diverse populations and cultural perspectives.	114
50	The Association further believes in the importance of	115
51	observances, programs, and curricula that accurately portray	116
52	and recognize the roles, contributions, cultures, and history of	117
53	diverse groups and individuals.	118
54	The Association encourages affiliates and members to	119
55	become part of programs and observances that may include	120
56	cultural and heritage celebrations and/or history months. (1995,	121
57	2015)	122
58		123
59	B-13. Racial Diversity Within Student Populations	124
60	The National Education Association believes that a racially	125
61	diverse student population is essential for all elementary/	126
62	secondary schools, colleges, and universities to promote racial	127
63	equality, improve academic performance, and foster a robust	128
64	exchange of ideas. The Association also believes that a racially	129
65	diverse student population may not be achieved or maintained	130
	in all cases simply by ending discriminatory practices and	66
	treating all students equally regardless of race. Strategies	67
	should be encouraged to enhance equity in the education of our	68
	students.	69
	The Association further believes that, to achieve or maintain	70
	racial diversity, it may be necessary for elementary/secondary	71
	schools, colleges, and universities to take race into account in	72
	making decisions as to student admissions, assignments, and/or	73
	transfers. (1999, 2015)	74
		75
	B-14. Racism, Sexism, Sexual Orientation, Gender	76
	Identity, and Gender Expression Discrimination	77
	The National Education Association believes in the equality	78
	of all individuals. Discrimination and stereotyping based on	79
	such factors as race, gender, sexual orientation, gender identity,	80
	gender expression, disability, ethnicity, immigration status,	81
	occupation, and religion must be eliminated.	82
	The Association also believes that plans, activities, and	83
	programs for education employees, students, parents/guard-	84
	ians, and the community should be developed to identify and	85
	eliminate discrimination and stereotyping in all educational	86
	settings. Such plans, activities, and programs must—	87
	a. Increase respect, understanding, acceptance, and	88
	sensitivity toward individuals and groups in a diverse	89
	society composed of such groups as American Indians/	90
	Alaska Natives, Asians, Native Hawaiian or other	91
	Pacific Islanders, Blacks, Hispanics, women, LGBTQ+	92
	people., and people with disabilities	93
	b. Eliminate discrimination and stereotyping in curricula,	94
	textbooks, resource and instructional materials,	95
	activities, etc.	96
	c. Foster the dissemination and use of nondiscriminatory	97
	and nonstereotypical language, resources, practices, and	98
	activities	99
	d. Eliminate institutional discrimination	100
	e. Integrate an accurate portrayal of the roles and	101
	contributions of all groups throughout history	102
	across curricula, particularly groups that have been	103
	underrepresented historically	104
	f. Identify how prejudice, stereotyping, and discrimination	105
	have limited the roles and contributions of individuals	106
	and groups, and how these limitations have challenged	107
	and continue to challenge our society	108
	g. Eliminate subtle practices that favor the education of	109
	one student over another on the basis of race, gender,	110
	sexual orientation, gender identity, gender expression,	111
	disability, ethnicity, or religion	112
	h. Encourage all members of the educational community	113
	to examine assumptions and prejudices, including, but	114
	not limited to, racism, sexism, and homophobia, that	115
	might limit the opportunities and growth of students	116
	and education employees	117
	i. Offer positive and diverse role models in our society,	118
	including the recruitment, hiring, and promotion of	119
	diverse education employees in our public schools	120
	j. Coordinate with organizations and concerned agencies	121
	that promote the contributions, heritage, culture, history,	122
	and special health and care needs of diverse population	123
	groups	124
	k. Promote a safe and inclusive environment for all.	125
	The Association encourages its affiliates to develop and	126
	implement training programs on these matters. (1996, 2021)	127
		128
		129
		130

1	B-15. American Indian/Alaska Native Education	
2	The National Education Association recognizes that the	67
3	complex and diverse needs of American Indian/Alaska Native	68
4	children require the direct involvement of parents/guardians,	69
5	Native educators, tribal leaders, and other Native groups in	70
6	developing programs that preserve the rich heritage of their	71
7	cultures.	72
8	The Association believes that funding for American Indian/	73
9	Alaska Native education must provide for improvements. The	
10	Association supports the movement toward self-determination	
11	by American Indians/Alaska Natives provided that such	
12	programs are voluntary. Any termination of federal support as	
13	either a direct or an indirect result of efforts to extend self-	
14	determination is opposed.	
15	The Association also believes in efforts that provide for—	
16	a. Involvement and control of the education of American	
17	Indian/Alaska Native students by their	
18	parents/guardians, communities, and educators	
19	b. Opportunities for higher education for all American	
20	Indian/Alaska Native students through direct	
21	governmental assistance in graduate and undergraduate	
22	programs	
23	c. Involvement of American Indians/Alaska Natives in	
24	lobbying efforts for federal programs	
25	d. Protection and maintenance of the integrity of	
26	American Indian/Alaska Native families and their tribal	
27	cultures so that, if children have to be removed from	
28	their home, placement should be determined by their	
29	tribe	
30	e. Recognition of American Indian/Alaska Native	
31	educators as role models	
32	f. Involvement of American Indians/Alaska Natives	
33	in professional development programs dealing with	
34	cultural pluralism and Native values	
35	g. American Indian/Alaska Native involvement in	
36	developing multicultural learning centers at higher	
37	education institutions	
38	h. English proficiency programs that are designed to meet	
39	the language needs of American Indian/Alaska Native	
40	students	
41	i. Instruction in treaty rights and traditional hunting,	
42	fishing, and gathering practices by American Indians/	
43	Alaska Natives	
44	j. Assistance to affiliates in meeting the educational needs	
45	of American Indian/Alaska Native students	
46	k. Coordination with American Indian/Alaska Native	
47	organizations and concerned agencies that promote	
48	the values, heritage, language, culture, and history of	
49	American Indian/Alaska Native peoples	
50	l. Dissemination of information and programs that	
51	include the values, heritage, language, culture, and	
52	history of American Indians/Alaska Natives	
53	m. Control of Native lands by American Indians/Alaska	
54	Natives	
55	n. Protection of undergraduate and graduate ethnic studies	
56	programs at universities and community colleges, and	
57	course offerings at the high school level.	
58	o. Preservation of the Native languages of the indigenous	
59	people of the Americas, inclusive of American Indians,	
60	Alaska Natives, and Native People of Central and South	
61	America. (1976, 2021)	
62		
63		
64		
65		
	B-16. Hispanic Education	66
	The National Education Association recognizes that the	67
	complex and diverse needs of Hispanic children require the	68
	direct involvement of Hispanic educators, parents/guardians,	69
	and community leaders in developing programs that meet	70
	the cultural, language, and learning characteristics of these	71
	children.	72
	The Association believes in efforts that provide for—	73
	a. Programs establishing appropriate educational	74
	opportunities for Hispanic students	75
	b. Grants and scholarships for higher education that	76
	will facilitate the recruitment, entry, and retention of	77
	Hispanics	78
	c. Recognition of Hispanic educators as role models	79
	d. Hiring, promotion, and retention of Hispanic educators	80
	at all levels of the education profession	81
	e. Recruitment, training, employment, and retention of	82
	bilingual, bicultural, and culturally competent teachers,	83
	counselors, and other professional and support staff to	84
	meet the needs of Hispanic students	85
	f. English proficiency programs that are designed to meet	86
	the language and cultural needs of Hispanic students	87
	g. Dissemination of information and programs that	88
	include the values, heritage, language, culture, and	89
	history of Hispanics	90
	h. Assistance to affiliates in meeting the educational needs	91
	of Hispanic students	92
	i. English proficiency programs that are designed to meet	93
	the needs of Hispanic students	94
	j. Involvement of Hispanics in lobbying efforts for federal	95
	programs	96
	k. Involvement of Hispanic educators in developing	97
	educational materials used in classroom instruction	98
	l. Coordination with Hispanic organizations and	99
	concerned agencies that promote the values, language,	100
	culture, and history of Hispanics	101
	m. Involvement of Hispanics in professional development	102
	programs dealing with cultural pluralism and Hispanic	103
	values	104
	n. Opposition to the resegregation of the public schools	105
	through overrepresentation in special education	106
	programs and underrepresentation in gifted programs	107
	o. Opposition to the resegregation of the public schools	108
	through overrepresentation and/or underrepresentation	109
	in charter schools	110
	p. Programs that address the alarming dropout rates of	111
	male students and the disproportionate teen pregnancy	112
	rate of Hispanic female students and encourage	113
	continuing education	114
	q. Protection of undergraduate and graduate ethnic studies	115
	programs at universities and community colleges, and	116
	course offerings at the high school level.	117
	The responsibility for developing and implementing	118
	programs for Hispanic children should be realized by state and	119
	local agencies, regardless of the availability of federal funds.	120
	(1972, 2013)	121
		122
	B-17. Asian and Native Hawaiian or Other Pacific	123
	Islander Education	124
	The National Education Association recognizes that the	125
	complex and diverse needs of Asian and Native Hawaiian or	126
	other Pacific Islander children require the direct involvement of	127
	Asian and Native Hawaiian or other Pacific Islander educators,	128
	parents/guardians, and community leaders in the development	129
	of programs that preserve the rich heritage of their cultures.	130

1	The Association believes in efforts that provide for the—		
2	a. Preservice and continuing education of teachers		67
3	b. Development of curriculum and instructional materials		68
4	and programs, including English proficiency programs		69
5	that are designed to meet the language needs of Asian		70
6	and Native Hawaiian or other Pacific Islander students		71
7	c. Education of Asian and Native Hawaiian or other		72
8	Pacific Islander adult refugees		73
9	d. Dissemination of programs and information that		74
10	include the values, heritage, language, culture, and		75
11	history of Asian and Native Hawaiian or other Pacific		76
12	Islanders		77
13	e. Recognition of Asian and Native Hawaiian or other		78
14	Pacific Islander educators as role models		79
15	f. Protection of undergraduate and graduate ethnic studies		80
16	programs at universities and community colleges, and		81
17	course offerings at the high school level.		82
18	The Association encourages opportunities to preserve,		83
19	promote, and perpetuate Asian and Native Hawaiian or other		84
20	Pacific Islander heritage and culture. (1979, 2011)		85
21			86
22	B-18. Micronesian Education		87
23	The National Education Association recognizes that the		88
24	complex and diverse needs of Micronesian children require		89
25	the direct involvement of Micronesian island educators,		90
26	parents/guardians, and community leaders in the development		91
27	of programs that meet the cultural, language, and learning		92
28	characteristics of these children.		93
29	The Association believes in efforts that provide for—		94
30	a. Programs establishing appropriate educational		95
31	opportunities for Micronesian students		96
32	b. Development of curriculum and instructional materials		97
33	and programs, including English proficiency programs		98
34	that are designed to meet the language needs of		99
35	Micronesian students		100
36	c. Development of relationship-building and culturally		101
37	cohesive frameworks designed to meet the needs		102
38	of Micronesians in the school, home, and work		103
39	environment		104
40	d. The recruitment, training, and employment of		105
41	Micronesian island educators as role models, bilingual		106
42	teachers, counselors, and other professional and support		107
43	staff to meet the needs of Micronesian students		108
44	e. Involvement of Micronesian educators in developing		109
45	educational materials for classroom instruction, as		110
46	well as the dissemination of information and programs		111
47	that include the values, heritage, language, culture, and		112
48	history of Micronesians		113
49	f. Assistance to affiliates in meeting the educational needs		114
50	of Micronesian students		115
51	g. Opportunities for higher education for all Micronesian		116
52	students through direct and indirect governmental		117
53	assistance in graduate and undergraduate programs		118
54	h. Protection of undergraduate and graduate ethnic studies		119
55	programs at universities and community colleges, and		120
56	course offerings at the high school level.		121
57	The Association encourages opportunities to preserve,		122
58	promote, and perpetuate Micronesian heritage and culture.		123
59	(2008, 2011)		124
60			125
61			126
62			127
63			128
64			129
65			130
		B-19. Black American Education	
	The National Education Association recognizes that the		67
	complex and diverse needs of Black American children require		68
	the direct involvement of Black American educators, parents/		69
	guardians, community leaders, and groups to assure the		70
	development of adequate and equal educational programs.		71
	The Association believes that the infusion of Black studies		72
	and/or Afrocentric curricula into the instructional program		73
	acknowledges the contributions of African Americans to		74
	history and Africa as an integral part of world history. The		75
	Association also believes that these curricula must show a		76
	correlation among social, historical, political, and economic		77
	developments and events regarding Africa, African-Americans,		78
	Europeans, and their descendants worldwide.		79
	The Association further believes in efforts that provide for—		80
	a. The preservation of Black heritage and culture		81
	b. Funding of scholarships to facilitate the entry of Black		82
	students into the teaching profession		83
	c. Recognition of Black educators as role models		84
	d. Recruitment, hiring, retention, and promotion of Black		85
	educators, especially Black males at all levels of the		86
	education profession		87
	e. Involvement of Black educators in developing		88
	educational materials used in classroom instruction		89
	f. English proficiency programs in the regular		90
	instructional process for those Black students		91
	experiencing difficulty with standard English		92
	g. Programs that address the alarming dropout rate		93
	among Black male students and the disproportionate		94
	teen pregnancy rate among Black female students and		95
	encourage continued education, thereby increasing their		96
	participation in the work force		97
	h. Development of athletic programs that promote		98
	educational excellence, not just athletic power		99
	i. Opposition to the resegregation of the public schools		100
	through special classes, or through overrepresentation		101
	in special education programs and underrepresentation		102
	in gifted programs		103
	j. Opposition to the resegregation of public schools		104
	through overrepresentation and/or underrepresentation		105
	in charter schools		106
	k. Dissemination of information and programs that		107
	include the values, heritage, language, culture, and		108
	history of Black Americans		109
	l. Protection of undergraduate and graduate ethnic studies		110
	programs at universities and community colleges, and		111
	course offerings at the high school level. (1981, 2011)		112
			113
		B-20. Discriminatory Academic Tracking	114
	The National Education Association believes that the use		115
	of discriminatory academic tracking based on socioeconomic		116
	status, ethnicity, English language proficiency, race, gender,		117
	gender identity, gender expression, or special needs must be		118
	eliminated in all public school settings. The Association urges		119
	its affiliates to oppose these practices. (1988, 2021)		120
			121
		B-21. Equal Opportunities for Women and Ethnic	122
		Minorities Through Mathematics and Science	123
		Education	124
	The National Education Association believes that mathemat-		125
	ics and science education provide women and ethnic minorities		126
	access to equal opportunities and equitable treatment for		127
	employment in mathematics and science-related careers.		128
	The Association supports the development and maintenance		129
	of gender-free and culturally unbiased mathematics and science		130

1	programs. The Association encourages the recruitment of	
2	females and ethnic minorities to enroll and participate actively	
3	in mathematics and science courses and/or to become profes-	
4	sionals in those fields. (1992, 2017)	
5		
6	B-22. Education of Left-Handed Students	
7	The National Education Association believes that the needs	
8	of left-handed students should be met and that appropriate	
9	governing agencies should provide materials and instruments	
10	necessary for left-handed students.	
11	The Association recommends that education employees	
12	receive professional development as appropriate that present	
13	strategies for handwriting instruction to left-handed students.	
14	(1979, 2017)	
15		
16	B-23. Education of Students with Color Vision	
17	Deficiencies	
18	The National Education Association believes that the needs	
19	of students with color vision deficiencies must be met. All	
20	educational materials that use color coding for referencing	
21	information should be accompanied by an alternate method of	
22	identifying these items of information such as numbering or	
23	labeling the names of each color.	
24	The Association strongly recommends that education	
25	employees working with students with color vision deficien-	
26	cies receive preservice preparation and staff development that	
27	sensitize staff to students' needs. (2004, 2017)	
28		
29	B-24. Student Peer Mentoring Programs	
30	The National Education Association supports student peer	
31	mentoring programs that provide the opportunity for academic	
32	and social support for all students. The Association believes	
33	that student peer mentoring programs should be supervised by	
34	appropriate staff. Such programs should be student-based and	
35	ongoing. (2004, 2017)	
36		
37	B-25. Education of Refugee and Undocumented	
38	Children and Children of Undocumented	
39	Immigrants	
40	The National Education Association believes that, regardless	
41	of the immigration status of students or their parents, every	
42	student has the right to a free public education, including	
43	multilingual services and primary language instruction, in	
44	an environment free from harassment. The Association also	
45	believes that all parents should have equal access to all services	
46	provided by the school system regardless of their immigration	
47	status. The Association opposes Immigration and Customs	
48	Enforcement (ICE) operations on school property. The Associa-	
49	tion supports access to higher education for undocumented	
50	students and access to financial aid and in-state tuition to state	
51	colleges and universities in the states where they reside. The	
52	Association further believes that neither educational systems	
53	nor their employees are responsible for the determination and	
54	enforcement of legal residency status.	
55	The Association believes that students who have resided	
56	in the United States for at least five years at the time of high	
57	school graduation should not be held responsible for decisions	
58	they were not legally able to make but rather should be granted	
59	legal residency status, and allowed to apply for U.S. citizen-	
60	ship, and that legalization not be used as an incentive for or be	
61	dependent on military service. (1980, 2019)	
62		
63		
64		
65		
	B-26. Education of Migrants	66
	The National Education Association believes that migrant	67
	workers and their children are entitled to educational opportu-	68
	nities that address their diverse and unique educational needs.	69
	The Association advocates the implementation of bilingual/	70
	bicultural and remedial instructional programs that address the	71
	individual instructional needs of migrant students in the United	72
	States, regardless of the availability of federal and state funds to	73
	support such programs. (1975, 1996)	74
		75
	B-27. Communication Between Educators and	76
	Non-English Speaking Parents, Guardians, and	77
	Caregivers	78
	The National Education Association believes that meaning-	79
	ful communication between educators and parents, guardians,	80
	and caregivers who lack English language proficiency is neces-	81
	sary to assist in their children's development and the family's	82
	integration into United States society. Such communication is	83
	especially important when communicating educational plans	84
	for students with special needs.	85
	The Association also believes that school districts should	86
	compile a directory of individuals fluent in specific languages	87
	who could be available to translate when necessary.	88
	The Association further believes that educators who fulfill	89
	the role of translator beyond the scope of their normal duties	90
	should be compensated at their equivalent hourly rate. (2005)	91
		92
	B-28. Equity for Incarcerated Persons	93
	The National Education Association believes that incarcer-	94
	ated persons, regardless of gender, age, or citizenship, are	95
	entitled to equal access to medical and mental health services	96
	as well as educational, recreational, and rehabilitative programs	97
	within all correctional systems.	98
	The Association also believes that when a student is	99
	incarcerated and has been identified as having a disability by	100
	standards of the Individuals with Disabilities Education Act	101
	or a 504 plan, the plans for the student should be implemented	102
	during the duration of the incarceration. (1990, 2011)	103
		104
	SPECIFIC PROGRAMS FOR INDIVIDUALS	105
		106
	B-29. Education of Gifted, Talented, and Creative	107
	Students	108
	The National Education Association believes that there must	109
	be educational programs and services for gifted, talented, and	110
	creative students, and supports federal and state funding for	111
	the education of these students. The Association also believes	112
	that there must be well-developed criteria and guidelines for	113
	identifying and teaching these students. Such identification	114
	must be culturally sensitive and must not discriminate on any	115
	basis other than the exceptionality being identified.	116
	The Association further believes that culturally responsive	117
	professional development programs in gifted and talented	118
	education must be provided for all appropriate education	119
	employees.	120
	The Association urges its affiliates to promote the develop-	121
	ment and implementation of services and support for gifted	122
	children and their educators. (1980, 2017)	123
		124
	B-30. Educational Programs in Support of	125
	Lesbian, Gay, Bisexual, Transgender, Non-Binary,	126
	and Questioning Students	127
	The National Education Association supports appropriate	128
	and inclusive educational programs that address the unique	129
	needs and concerns of lesbian, gay, bisexual, transgender,	130

- 1 non-binary, and questioning (LGBTQ+) students. The
 2 Association also supports efforts and contributions by educa-
 3 tors, parents/guardians, community leaders, organizations,
 4 and partners in the development of these programs. Specific
 5 programs should provide—
- 6 a. Acknowledgement of the significant contributions of
 7 diverse LGBTQ+ persons in American history and
 8 culture
 - 9 b. Involvement of educators knowledgeable in LGBTQ+
 10 issues in the development of educational materials that
 11 integrate factual information about the history, social
 12 movements, and current events of LGBTQ+ people
 - 13 c. Developmentally appropriate local, state, and national
 14 resources. (2015, 2019)

15
 16 **B-31. Alternative Programs for At-Risk and/or**
 17 **Students With Special Needs**

18 The National Education Association recognizes that there
 19 must be increased development and maintenance of alternative
 20 programs to meet the needs of at-risk and/or students with spe-
 21 cial needs, preK through adult. The Association recommends
 22 early access to intervening services and appropriate identifica-
 23 tion and placement of these students. Teachers, related service
 24 providers, and administrators should receive necessary training
 25 in diagnostic processes and alternative methods of teaching and
 26 learning, including culturally responsive teaching practices.
 27 Appropriate training should also be provided to education
 28 support professionals. In addition, parents/guardians, school
 29 security personnel, and other school community members
 30 should be encouraged to acquire the training to effectively meet
 31 the needs of these students.

32 Programs should include appropriate monitoring of student
 33 progress and emphasize a broad range of approaches for
 34 addressing students’ differing behavioral patterns, interests,
 35 needs, cultural backgrounds, and learning styles. These
 36 programs must be evaluated on stated objectives and standards.
 37 Teachers in these programs must have a major role in designing
 38 the objectives and evaluations and working with appropriate
 39 school and community personnel to execute these objectives
 40 and evaluations.

41 The Association believes that at-risk students who are
 42 assigned to an alternative placement due to disciplinary issues
 43 should be required to exhibit regular attendance and adequate
 44 academic and behavioral progress, in accordance with planned
 45 interventions for the students’ individual needs, prior to their
 46 return to a regular educational setting.

47 The Association also believes that the rights of students
 48 who are protected under the provisions of the Individuals with
 49 Disabilities Education Act and Americans with Disabilities Act
 50 must be preserved.

51 The Association urges its affiliates to seek adequate
 52 compensation, planning time, materials, and facilities for all
 53 education professionals involved in these programs.

54 The Association supports affiliate efforts that advocate for
 55 teachers seeking additional certification and the recruitment of
 56 teachers with certifications supporting at-risk youth.

57 In higher education settings, faculty and education support
 58 professionals who are working with students with special needs
 59 should be provided with appropriate resources to accommodate
 60 these students’ special requirements.

61 The Association encourages its state affiliates to seek
 62 legislation that would require any person offering services to
 63 remediate, correct, or ameliorate reading, speech, language,
 64 behavioral, emotional, or learning disabilities, or related

65

problems to be licensed under regulations of each state’s
 department of public instruction or other appropriate agency.
 (1977, 2018)

66
 67
 68
 69
 70 **B-32. Educational Programs for English Language**
 71 **Learners**

72 The National Education Association believes that English
 73 Language Learners (ELLs) must have programs available
 74 to them that address their unique needs and that provide
 75 equal opportunity to all students, regardless of their primary
 76 language. Programs for ELLs should emphasize English
 77 proficiency while concurrently providing meaningful instruc-
 78 tion in all other curriculum areas. In planning a comprehensive
 79 program for ELLs, age, academic needs, individual differences
 80 in language acquisition abilities, environmental factors, and
 81 best teaching practices must be considered.

82 The Association also believes that ELLs should be placed
 83 in bilingual education programs to receive instruction in their
 84 native language from qualified teachers until such time as
 85 English proficiency is achieved. If no bilingual programs are
 86 available, these students should be taught in language acquisi-
 87 tion and development programs designed to meet their specific
 88 needs. Students should be in classes that are limited in size.
 89 Methods such as weighted formulas should be used. Additional
 90 staffing, modified scheduling, and/or curriculum designed to
 91 accommodate the demands of each ELL should be provided in
 92 order to meet state and local educational expectations. Students
 93 should not be enrolled in special education classes solely
 94 because of linguistic difference.

95 The Association further believes that model bilingual
 96 education programs in which language minority students
 97 demonstrate an increase in English language acquisition and
 98 success throughout the grade levels should be promoted and
 99 supported at the federal, state, and local levels. The Association
 100 advocates full funding of all instructional materials, resources,
 101 and programs for ELLs as well as professional development
 102 programs for education employees who work with these
 103 students. The school district or other appropriate agency should
 104 provide release time for the training of teachers who instruct
 105 ELLs.

106 Educators, through a bargaining or other bilateral decision-
 107 making process, must be fully involved in the development
 108 and implementation of programs serving ELLs, including the
 109 assignment of teachers and the terms and conditions of their
 110 employment. Teachers should be compensated at the teacher’s
 111 hourly rate of pay for any additional time spent in training.
 112 They should also be reimbursed for the cost of tuition, text-
 113 books, and travel incurred in such training.

114 The Association values bilingual and multilingual compe-
 115 tence and supports programs that assist individuals in attaining
 116 and maintaining proficiency in their native languages before
 117 and after they acquire proficiency in English. (1981, 2010)

118
 119 **B-33. Education of Speakers of Nonstandard**
 120 **English**

121 The National Education Association believes that students
 122 who enter school as speakers of nonstandard English are learn-
 123 ers with unique needs, and these needs must be provided for in
 124 the overall program in each local school district. The Associa-
 125 tion also believes that programs for these students must provide
 126 equal opportunity, should emphasize proficiency in standard
 127 English that provides them the opportunity to succeed in all
 128 aspects of daily life, and should concurrently provide meaning-
 129 ful instruction in all other curriculum areas. The Association
 130 advocates programs that begin with the linguistic proficiencies

1	demonstrated by entering students, and build a program from		
2	that starting point.		
3	The Association further believes that, in all cases, the stu-		
4	dents' linguistic and/or cultural backgrounds must be respected		
5	within the school setting. Students who speak nonstandard		
6	English must not be enrolled in special education classes solely		
7	because of linguistic differences. (1997, 2017)		
8			
9	B-34. Education for All Students with Disabilities		
10	The National Education Association supports a free, appro-		
11	priate public education for all students with disabilities in a		
12	least restrictive environment, which is determined by maximum		
13	teacher and parent/guardian involvement. There must be a full		
14	continuum of placement options and services/delivery models		
15	available to students with disabilities. In order to implement		
16	federal special education legislation effectively, the Association		
17	recognizes that—		
18	a. A fully accessible educational environment, using		
19	appropriate instructional materials, support services,		
20	and pupil personnel services, must match the learning		
21	needs of both students with and students without		
22	disabilities.		
23	b. Student placement must be based on individual needs		
24	rather than on available space, funding, or local		
25	philosophy of a school district. Student placements		
26	must be examined on a regular basis to ensure		
27	appropriateness whereby all needed services and		
28	support will be provided and should not be made		
29	disproportionately by ethnicity or gender. Necessary		
30	building/staff modifications must be provided to		
31	facilitate such placement.		
32	c. General and special education teachers, pupil		
33	personnel and related service providers, and education		
34	support professionals who work with the student, and		
35	administrators, parents/guardians, and the student, as		
36	appropriate, should have input in the development of the		
37	individualized education program (IEP) and must have		
38	access to the IEP.		
39	d. When necessary, the student and/or family should		
40	have access to translation and interpretation services		
41	surrounding the IEP process.		
42	e. General and special education teachers; pupil		
43	personnel and related service providers; education		
44	support professionals; and administrators, parents/		
45	guardians, and students, as appropriate, must share		
46	in implementing the IEP. Prior to implementation,		
47	all necessary educational materials, professional		
48	development, and supportive services must be provided.		
49	f. Students with physical disabilities and/or medical needs		
50	requiring nursing procedures must have their medical		
51	needs met by certified/professional school nurses.		
52	g. All impacted staff members must have an appeal		
53	procedure regarding the implementation of the IEP,		
54	especially in terms of student placement. The procedure		
55	must include the right to have the dissenting opinion		
56	recorded and attached to the IEP.		
57	h. Suspension and expulsion policies and practices used by		
58	local education agencies must be applied consistently		
59	to both students with and students without disabilities		
60	where misconduct is shown to be unrelated to either the		
61	disabling condition or to improper placement.		
62	i. A plan recognizing individual differences must be used		
63	in a systematic evaluation and reporting of program		
64	development.		
65			
		j. Students with special needs must have appropriate	66
		testing options matching the processing disorders,	67
		motor skills, and/or academic developmental levels	68
		or language proficiency of those students to measure	69
		individual progress and proficiencies.	70
		k. Limitations must be made in class size, caseloads,	71
		and/or work load of designated education and service	72
		providers, using methods such as the workload analysis	73
		model, modified scheduling, and/or curriculum design	74
		determined by each student's IEP or other learning	75
		accommodations.	76
		l. All teachers who serve students with disabilities	77
		must have scheduled access to resource personnel,	78
		instructional assistants, paraprofessionals, co-teachers,	79
		and special education teachers.	80
		m. The student's IEP should not be used as criteria for the	81
		evaluation of education employees.	82
		n. Communications must be maintained among all	83
		involved parties.	84
		o. Staff must not be reduced.	85
		p. All school personnel, including substitutes, must	86
		be adequately prepared for their roles, including	87
		addressing the identified individual needs of students,	88
		through appropriate licensing and/or ongoing	89
		professional development.	90
		q. Incentives for participation in professional development	91
		activities should, as mandated by law, be made available	92
		for education employees.	93
		r. Education employees, as mandated by law, must be	94
		appointed to local and state advisory bodies on special	95
		education.	96
		s. Education employees must be allowed to take part in	97
		the U.S. Office of Special Education and Rehabilitative	98
		Services on-site visits to states. Education employees	99
		should be invited to these meetings.	100
		t. Local affiliates and education employees must be	101
		recruited, trained, and involved in monitoring school	102
		system compliance with federal special education	103
		legislation.	104
		u. Adequate release time or funded additional time must	105
		be made available so that teachers can carry out the	106
		increased demands placed upon them by federal special	107
		education legislation, including the development and	108
		administration of alternate forms of assessment.	109
		v. Collective bargaining and other means should be used	110
		to minimize the potentially severe impact on staff that	111
		results from the implementation of special education	112
		legislation.	113
		w. Benefits for staff working with students with disabilities	114
		must be negotiated through collective bargaining	115
		agreements and must be honored.	116
		x. Full funding must be provided by local, state, and	117
		federal governments.	118
		y. Students are better served if the person working	119
		with them is prepared to accommodate their needs.	120
		Substitute employees should be made aware that the	121
		assignment offered is a special needs program. (1978,	122
		2021)	123
			124
		B-35. Educational Programs for Adolescent	125
		Parents	126
		The National Education Association believes that school	127
		districts must meet the educational needs of adolescent students	128
		who are parents or who are about to become parents. Such	129
			130

1	students should not be discriminated against or denied equal	
2	educational opportunities.	
3	The Association recommends programs for these students	
4	that include—	
5	a. Flexible scheduling and attendance policies	
6	b. Appropriate guidance in continuing/alternative	
7	education programs and productive employment	
8	c. Career development skills	
9	d. Development of self-esteem	
10	e. Promotion of sound health practices regarding nutrition,	
11	substance abuse, exercise, family planning, and	
12	parenting skills	
13	f. On-site preschool and child care services	
14	g. Free transportation. (1987, 2005)	
15		
16	B-36. Homebound Instruction	
17	The National Education Association believes that	
18	homebound students, those educated in the home because of	
19	individualized student needs determined by established local	
20	school procedures, must receive instruction that follows the	
21	regular curriculum. This instruction must be implemented,	
22	documented, monitored, and assessed by a licensed teacher.	
23	The Association also believes that credits earned through such	
24	homebound instruction should be accepted toward promotion	
25	and/or graduation requirements. (1988, 2002)	
26		
27	B-37. Youth and Adult Training Programs	
28	The National Education Association believes that public	
29	schools should be involved as an equal partner with govern-	
30	ment, labor, business, agriculture, and community-based groups	
31	in youth and adult employment and training programs. The	
32	Association also believes that these programs should supple-	
33	ment, and not supplant, the vocational, career, and technical	
34	education programs provided in public schools.	
35	The Association further believes that the use of funds for	
36	and the duration of these programs should be flexible in order	
37	to accommodate the differing learning needs of students. The	
38	amount of funding should be predictable in order to facilitate	
39	year-to-year planning. These programs should provide opportu-	
40	nities for women, persons with disabilities, and ethnic minori-	
41	ties in nontraditional occupations. (1980, 2006)	
42		
43	B-38. Education Through Service Learning and	
44	Community Service	
45	The National Education Association believes that learning	
46	through voluntary community service should be encouraged	
47	as an integral part of a student's education. Participation by	
48	students in community service and service learning programs	
49	may be required for high school graduation or made available	
50	for elective credit. The Association also believes that school	
51	districts should work with community groups to provide	
52	students with the opportunity to participate in such programs.	
53	Education employees who supervise students involved in	
54	these programs should be given appropriate compensation,	
55	planning time, program support, recognition, and time to evalu-	
56	ate the service and learning goals. Participation of education	
57	employees in such programs should be on a voluntary basis.	
58	(1990, 1997)	
59		
60	B-39. Junior Reserve Officer Training Corps	
61	The National Education Association believes that the Junior	
62	Reserve Officer Training Corps programs, which exist within	
63	the public schools, must meet all local and state educational	
64	standards and policies, including the employment of fully	
65	licensed teaching personnel. Such programs should be subject	
	to and conform to the provisions of the collective bargaining	66
	agreement. Any programs that currently do not meet said	67
	conditions should be brought into compliance. (1997, 1998)	68
		69
	B-40. Driver Education	70
	The National Education Association believes that driver	71
	education courses that include both classroom and behind-	72
	the-wheel experiences should be part of the education of all	73
	students and should be taught by teachers licensed in driver	74
	education. (1980, 1998)	75
		76
	CURRICULUM CONTENT	77
		78
	B-41. Multicultural Education	79
	The National Education Association believes that multicul-	80
	turalism is the process of valuing differences and incorporating	81
	the values identified into behavior for the goal of achieving the	82
	common good. The Association also believes that multicultural	83
	education is a way of helping students perceive the cultural	84
	diversity of the United States so that they may develop pride in	85
	their own cultural legacy and awaken to the ideals embodied in	86
	the cultures of their neighbors. Multicultural education should	87
	promote the recognition of individual and group differences	88
	and similarities in order to reduce racism, homophobia, ethnic	89
	and all other forms of prejudice, and discrimination and to	90
	develop self-esteem as well as respect for others.	91
	The Association further believes that multicultural education	92
	encompasses at least three things: an idea or concept, an educa-	93
	tional reform movement, and a process. As an idea or concept,	94
	multicultural education assumes that all students can learn. As	95
	an educational reform movement, multicultural education seeks	96
	to develop an entire school environment that is inclusive of	97
	cultural considerations (e.g., curriculum, instructional materials,	98
	learning and testing, respect for cultural differences, etc.). As a	99
	process, the development of a multicultural school environment	100
	is ever evolving and ongoing. (1981, 2001)	101
		102
	B-42. Global Education	103
	The National Education Association believes that global	104
	education increases respect for and awareness of the earth	105
	and its peoples. Global education imparts information about	106
	cultures and an appreciation of our interdependency in sharing	107
	the world's resources to meet mutual human needs.	108
	The Association also believes that curriculum and instruc-	109
	tion about regional and international conflicts must present	110
	a balanced view, include historical context, and demonstrate	111
	relevancy and sensitivity to all people. The achievement of	112
	this goal requires the mastery of global communication and	113
	development of an appreciation of the common humanity	114
	shared by all peoples.	115
	The Association further believes that the goal of apprecia-	116
	tion for and harmony with our global neighbors depends on	117
	a national commitment to strengthening the capability of the	118
	educational system to teach American children about the world.	119
	(1995, 1998)	120
		121
	B-43. Multiple World Language Education	122
	The National Education Association believes that the acqui-	123
	sition of multiple world languages is a vital part of the educa-	124
	tional experience and that those who leave school speaking	125
	more than one language will be more competitive in the global	126
	marketplace. The Association also believes that the cumulative	127
	hours of exposure to the target language during a student's	128
	educational career is the most important determinant leading to	129
	fluency and proficiency in a second language. Students should	130

1	have the opportunity to acquire age-appropriate world language	66
2	skills from an integrated curriculum throughout the preK	67
3	through higher education experience.	68
4	The Association further believes that educational software	69
5	may be used to improve or enhance the effectiveness of teacher	70
6	instruction as a supplementary resource and must not be used to	71
7	supplant teacher instruction.	72
8	The Association supports the maintenance of current	73
9	programs and the further encouragement and development	74
10	of world language instruction and international studies at all	75
11	educational levels.	76
12	The Association recognizes the need for teacher preparation	77
13	programs for world language teachers and supports teacher and	78
14	student exchange programs. (1981, 2012)	79
15		80
16	B-44. Arts Education	81
17	The National Education Association believes that artistic	82
18	expression is essential to an individual's intellectual, aesthetic,	83
19	and emotional development. The Association also believes that	84
20	visual and performing arts transcend cultural barriers, foster	85
21	multicultural understanding, and enhance critical thinking	86
22	skills. The Association therefore believes that preK through	87
23	12 curricula must include a balanced, comprehensive, and	88
24	sequential program of visual and performing arts instruction	89
25	for all students. The arts are defined as visual art, music, drama,	90
26	dance, and media arts. These students must be taught by teach-	91
27	ers licensed in arts in a facility or room designed and equipped	92
28	for that purpose. Resources must be provided to maintain and	93
29	upgrade materials and provide for emerging technologies.	94
30	The Association urges its state affiliates to become involved	95
31	in the promotion, expansion, and implementation of an	96
32	academic visual and performing arts program in curricula and	97
33	as a requirement for high school graduation. The Association	98
34	also urges its state affiliates to advocate for equal access to	99
35	high-quality visual and performing arts programs, regardless of	100
36	geographic location. (1980, 2015)	101
37		102
38	B-45. Journalism Education	103
39	The National Education Association believes that freedom of	104
40	speech and press are fundamental principles in our democratic	105
41	society granted by the First Amendment of the United States	106
42	Constitution, and these freedoms provide all people, including	107
43	students, with the right to engage in robust and uninhibited	108
44	discussion of issues in student media. (2008)	109
45		110
46	B-46. Vocational, Career, and Technical Education	111
47	The National Education Association believes that prepara-	112
48	tion of students for vocational, career, and technical jobs should	113
49	be the responsibility of secondary, adult, and higher education	114
50	in collaboration with labor and business. Educational programs	115
51	that ensure equal opportunity for occupational development	116
52	and encourage students to consider nontraditional vocations	117
53	should be developed for all students at all levels. Vocational,	118
54	career, and technical education should provide a comprehensive	119
55	program of lifelong learning for the training, advancement, and	120
56	promotion of all students.	121
57	The Association supports vocational, career, and technical	122
58	education as a major component of education and advocates	123
59	that every student have the opportunity to enroll in such classes	124
60	without restrictions. To be effective, vocational, career, and	125
61	technical education should be preceded by career awareness	126
62	and exploration programs. These vocational, career, and techni-	127
63	cal education courses should be coordinated and integrated	128
64	with traditionally academic courses. These integrated programs	129
65	should be combined, when appropriate, with cooperative efforts	130
	on the part of educators and industrial and business leaders to	
	provide school-to-work experiences for students. Organized	
	vocational, career, and technical education programs offer a	
	sequence of courses that are directly related to the preparation	
	of individuals in paid or unpaid employment in current and	
	emerging occupations. Such programs shall include compe-	
	tency-based applied learning that contributes to an individual's	
	academic knowledge, higher-order reasoning and problem-solv-	
	ing skills, work attitudes, interpersonal and collaborative skills,	
	general employability skills, and the occupational-specific	
	skills necessary for economic independence as a productive and	
	contributing member of society.	
	The Association also believes that adequate resources must	
	be provided for educators to maintain, enhance, and expand	
	quality vocational, career, and technical education programs; to	
	procure up-to-date equipment and materials for those programs;	
	and to prepare students for a highly technical work environ-	
	ment. The Association further believes that the involvement of	
	education employees, private sector employment and training	
	program personnel, and the labor and business communities	
	is essential to the development of quality vocational, career,	
	and technical education programs. The Association believes	
	such resources should be substantially increased, not merely	
	redistributed among states or other federal initiatives.	
	The Association supports vocational, career, and technical	
	courses as an option for all students. The Association also	
	believes that placement into vocational, career, and technical	
	programs should be voluntary. (1976, 2010)	
	B-47. Career and Technical Student Organizations	
	The National Education Association believes that career	
	and technical student organizations are integral components of	
	quality vocational, career, and technical education programs.	
	Career and technical student organizations provide students	
	opportunities for leadership development, career preparation,	
	and community involvement. Active participation in a career	
	and technical student organization at the local, state, and	
	national levels encourages students to prepare for the adult roles	
	of wage earner, community leader, and family member. (2001,	
	2017)	
	B-48. School-to-Work/Career Education	
	The National Education Association believes that a goal of	
	public education is to provide all individuals, preschool through	
	adult, opportunities to become effective, responsible, produc-	
	tive citizens. To achieve this goal, career education must be	
	interwoven into the total educational system and should include	
	programs in gender-free career awareness and exploration to	
	aid students in career course selection. These programs should	
	be combined with cooperative efforts on the part of educators	
	and leaders from labor, business, and the community to provide	
	school-to-work experiences that meet rigorous academic	
	standards and are accorded the same level of accreditation as	
	other education programs.	
	The Association also believes that educational programs	
	for all students should offer a variety of exploratory career	
	experiences that are developmentally appropriate. In addition,	
	these programs should enhance self-esteem and assure equal	
	opportunity for career development and equal access to college	
	and university admissions. (1976, 2001)	
	B-49. Family and Consumer Sciences Education	
	The National Education Association believes that family	
	and consumer sciences education programs prepare students to	

1	manage, with reason and creativity, the challenges across the	
2	life span of living and working in a global society.	
3	The Association also believes that family and consumer	
4	sciences education programs should—	
5	a. Follow national standards as set forth by the appropriate	
6	professional organizations	
7	b. Be developmentally appropriate	
8	c. Be cooperative in nature and culturally sensitive. (2005)	
9		
10	B-50. Physical Education	
11	The National Education Association believes that physical	
12	activity and exercise are essential for good health and must be	
13	encouraged during the developmental years of students. The	
14	Association also believes that a comprehensive program of	
15	physical education should be provided daily in grades preK	
16	through adult in or on facilities designed for that purpose.	
17	Physical education programs and curricula should follow	
18	national standards as set forth by the appropriate professional	
19	organizations; should be developmentally appropriate, sequen-	
20	tial, cooperative in nature, and culturally and gender sensitive;	
21	and should—	
22	a. Emphasize physical activity, fitness, exercise, and	
23	good health; skills of sports, games, dance, and basic	
24	movement; and related concepts and knowledge	
25	b. Assess students, including physical fitness testing, as	
26	a culmination of preparatory activities, and develop a	
27	fitness plan that is tracked for progress	
28	c. Include instruction in basic lifesaving techniques	
29	d. Provide for the special needs of students with low	
30	fitness, physical disabilities, or learning disabilities	
31	e. Be taught by teachers licensed in physical education	
32	f. Be taught with the same student/teacher ratio as other	
33	grade-level class sizes and be provided the same	
34	amount of planning time	
35	g. Provide staff training on policies and procedures that	
36	address issues of sexual orientation, gender identity, and	
37	gender expression. (1991, 2016)	
38		
39	B-51. Family Life Education	
40	The National Education Association recognizes the myriad	
41	family structures in society and the impact of these family	
42	structures and other close personal relationships on the quality	
43	of individual lives and upon society. The Association also	
44	recognizes the importance of education in the maintenance	
45	and promotion of stable, functional, healthy families and the	
46	emotional, physical, and mental health of people within these	
47	families.	
48	The Association believes that programs should be estab-	
49	lished for both students and parents/guardians and supported at	
50	all educational levels to promote—	
51	a. The development of self-esteem and positive self-	
52	concept in individuals of all ages in various family roles	
53	b. Learning and practicing positive interpersonal	
54	communication skills and conflict resolution	
55	c. Education in human growth and development	
56	d. Positive parenting techniques that include strategies to	
57	deal effectively with violent behavior	
58	e. An understanding of societal issues and problems	
59	related to children, spouses, parents/guardians, domestic	
60	partners, older generation family members, and other	
61	family members.	
62	The Association also believes that education in these areas	
63	must be presented as part of an anti-biased, culturally sensitive	
64	program. (1994, 2001)	
65		
	B-52. Health Education	66
	The National Education Association believes that, to	67
	promote health and wellbeing, all students preK through adult	68
	should have access to health curricula. Licensed and certi-	69
	fied professional personnel should develop, implement, and	70
	coordinate health curricula.	71
	The Association also believes that health education	72
	programs in the schools should provide a planned, sequential	73
	health education curricula for preK through adult education	74
	that—	75
	a. Promotes sound nutrition and that includes education	76
	concerning the health risks associated with obesity and	77
	eating disorders	78
	b. Integrates various health topics (such as drug abuse,	79
	violence, safety issues, universal precautions, sex	80
	education, HIV education, and the dangers of	81
	performance-enhancing dietary herbal supplements)	82
	c. Enables students to develop the essential knowledge	83
	and skills to maintain personal, family, and community	84
	health. (2016)	85
		86
	B-53. Sex Education	87
	The National Education Association believes that the	88
	developing child’s sexuality is continually and inevitably	89
	influenced by daily contacts, including experiences in the	90
	school environment. The Association recognizes that sensitive	91
	sex education can be a positive force in promoting physical,	92
	mental, emotional, and social health and that the public school	93
	must assume an increasingly important role in providing the	94
	instruction. Educators and health professionals must be quali-	95
	fied to teach in this area and must be legally protected from	96
	ensorship and lawsuits.	97
	The Association urges that formal sex education should	98
	include parent/guardian orientation and be planned and	99
	implemented with careful attention to developmental needs,	100
	appropriateness to community settings and values, and respect	101
	for individual differences.	102
	The Association also believes that to facilitate the realiza-	103
	tion of human potential, it is the right of every individual to live	104
	in an environment of freely available information and knowl-	105
	edge about sexuality and encourages affiliates and members to	106
	support appropriately established sex education programs. Such	107
	programs should include information on—	108
	a. Sexual abstinence, birth control, family planning,	109
	prenatal care, parenting skills, the effects of substance	110
	abuse during pregnancy, and the issues associated with	111
	pre-teen and teenage pregnancy	112
	b. Diversity of culture and diversity of sexual orientation	113
	and gender identity	114
	c. Sexually transmitted diseases including HIV and	115
	HPV, incest, sexual abuse, sexual harassment, and	116
	homophobia	117
	d. Age-appropriate, medically accurate information	118
	including lesbian, gay, bisexual, transgender, non-	119
	binary, and questioning (LGBTQ+) issues. This should	120
	include but not be limited to information on sexuality,	121
	sexual orientation, and gender expression	122
	e. Sexual violence and affirmative consent, being defined	123
	as sexual activity deemed consensual if both parties	124
	clearly declare their willingness to participate through a	125
	voluntary, conscious, and affirmative agreement. (1969,	126
	2018)	127
		128
		129
		130

1	B-54. HIV/AIDS Education		66
2	The National Education Association believes that edu-		67
3	cational institutions should establish comprehensive human		68
4	immunodeficiency virus (HIV) and acquired immunodeficiency		69
5	syndrome (AIDS) education programs as an integral part of the		70
6	school curriculum. HIV/AIDS education must include educa-		71
7	tion about all means of transmission, including unprotected		72
8	sex and unsanitary methods of tattooing, body piercing, and		73
9	intravenous drug use. Information on prevention options must		74
10	include abstinence and medically accepted protective devices.		75
11	Instruction in decision-making skills to assist students in cor-		76
12	relating health information and personal behavior is essential.		77
13	The Association also believes that proper implementation of		78
14	these programs requires education employee training and input.		79
15	These programs should be presented by properly licensed/		80
16	trained personnel and should be planned with the input of		81
17	parents/guardians and other community representatives. (1987,		82
18	2000)		83
19			84
20	B-55. Science Education		85
21	The National Education Association believes that the content		86
22	in science education must be based on scientific theory that		87
23	incorporates empirically collected evidence, scientific meth-		88
24	odology, and other accepted scientific processes. This entire		89
25	process leads toward scientific consensus. The Association		90
26	also believes that content and curriculum must be based on the		91
27	National Science Education Standards of the National Research		92
28	Council (NRC) and/or the Benchmarks for Science Literacy		93
29	of the American Association for the Advancement of Science		94
30	(AAAS). (2005, 2017)		95
31			96
32	B-56. Environmental Education		97
33	The National Education Association believes that the		98
34	environment must be protected. The Association urges the		99
35	establishment and maintenance of federal wilderness areas,		100
36	recreational areas, refuge areas, and designated local green		101
37	areas. The Association supports educational programs that		102
38	promote—		103
39	a. The concept of the interdependence of humanity and		104
40	nature		105
41	b. An awareness of the effects of past, present, and future		106
42	population growth patterns on world civilization,		107
43	human survival, and the environment		108
44	c. The protection of endangered, threatened, and rare		109
45	species		110
46	d. The protection of the Earth’s finite resources		111
47	e. Solutions to environmental problems such as		112
48	nonrenewable resource depletion, pollution, global		113
49	warming, ozone depletion, and acid precipitation and		114
50	deposition		115
51	f. The use of reusable and recyclable products and		116
52	discourage the use of disposable products		117
53	g. An understanding of energy, alternative energy sources,		118
54	and energy conservation		119
55	h. The use of disposal methods that do not contaminate		120
56	the environment		121
57	i. The recognition of and participation in such activities		122
58	as Earth Day, Arbor Day, and Energy Education Day		123
59	j. The understanding of the value of the world’s		124
60	ecosystems and of sustainable practices		125
61	k. The integration of outdoor education into preK through		126
62	12 curricula. Outdoor education should include a		127
63	component that occurs in the outdoor environment		128
64	l. Student preparation for careers in the green jobs sector.		129
65			130
	The Association also believes that it should model in its		66
	policies and practices the environmental concepts and education		67
	programs it supports. The Association also urges its affiliates to		68
	model and support environmental programs in school systems		69
	and educational institutions and supports legislation and local		70
	policies that ensure a safe and healthy environment. (1973, 2013)		71
			72
	B-57. Metric System		73
	The National Education Association believes in the adop-		74
	tion of the International System of Units (SI metric system).		75
	The Association advocates that the SI system be taught at all		76
	educational levels. (1969, 1996)		77
			78
	B-58. Accurate United States and World Maps		79
	The National Education Association believes that all visual		80
	representations using maps of the United States should depict		81
	all fifty states and Puerto Rico in their correct geographic		82
	location and relative size. The Association also believes that		83
	maps of the world should accurately depict national boundaries		84
	and names of countries. (1995, 2005)		85
			86
	B-59. Democracy and Citizenship Education		87
	The National Education Association believes that educa-		88
	tion about democracy and the rights and responsibilities of		89
	citizens is essential for the survival of American democracy.		90
	The cornerstone of such education should be the United States		91
	Constitution and the Bill of Rights.		92
	The Association also believes that democratic ideals should		93
	be practiced as part of the total education process. The follow-		94
	ing concepts should be an integral part of the curriculum within		95
	public schools and other educational institutions:		96
	a. The dignity and worth of the individual		97
	b. Due process of law		98
	c. Rule of the majority tempered by respect for minority		99
	rights		100
	d. Individual responsibility		101
	e. Equal justice under the law		102
	f. Civil liberties as guarantors of individual rights		103
	g. One-person—one-vote		104
	h. Voting rights protections		105
	i. Active citizen participation in all aspects of public		106
	affairs		107
	j. Freedom of religion, speech, the press, petition, and		108
	assembly.		109
	The Association encourages educators, lawyers, court		110
	personnel, and others to work together to develop appropriate		111
	materials, including information about the justice system and		112
	constitutional issues, in order to teach students to be responsible		113
	citizens. (1984, 2021)		114
			115
	B-60. Education on Peace and International		116
	Understanding		117
	The National Education Association believes that the United		118
	States and the other nations of the world should promote peace		119
	and international understanding. Educational strategies for		120
	teaching peace and justice issues should include the role of indi-		121
	viduals, social movements, international and nongovernmental		122
	organizations in the peaceful resolution of conflict, and the use		123
	of fact finding and reconciliation processes to help with the		124
	healing of wounds caused by conflicts.		125
	The Association also believes that educational materials		126
	should include activities dealing with peaceful resolution of		127
	conflict, the effects of nuclear weaponry and other weapons		128
	of mass destruction, strategies for disarmament, methods		129
	to achieve peace, historical examples of fact finding and		130

1	reconciliation processes, and consideration of current situations	
2	where such processes could be of value. Such curricular materi-	
3	als should also cover major contributing factors to conflict, such	
4	as economic disparity, demographic variables, unequal political	
5	power and resource distribution, and the indebtedness of the	
6	developing world. (1982, 2005)	
7		
8	B-61. Genocide	
9	The National Education Association deplores any act of	
10	genocide, which is the deliberate and systematic eradication	
11	of members of any group based on culture, ethnicity, national	
12	origin, political affiliation, race, religion, sexual orientation,	
13	gender identity, and gender expression. Acts of genocide must	
14	be acknowledged and taught in order to provide insight into	
15	how such inhumanity develops, prevent its occurrence, and	
16	preclude its recurrence. (1993, 2021)	
17		
18	B-62. The Holocaust	
19	The National Education Association believes that the	
20	historical events of the Holocaust must be taught to provide	
21	insight into how atrocities of this magnitude develop. The	
22	Association also believes that Holocaust education promotes	
23	human rights, prevents future genocides, and reduces doubt that	
24	these horrifying events occurred. (1981, 2019)	
25		
26	B-63. Labor Movement Education	
27	The National Education Association believes that the	
28	struggles of working men and women to establish unions	
29	and the influence of the labor movement on the growth of the	
30	United States should be an integral part of the curriculum in	
31	our schools.	
32	The Association urges educators, curriculum committees,	
33	and authors to include material that accurately presents the	
34	important contributions to our country's history and growth	
35	that have been provided by the unions involved in the labor	
36	movement and the individuals who led that movement. (1988,	
37	2018)	
38		
39	LEARNING ISSUES NOT RELATED TO SPECIFIC	
40	DISCIPLINES	
41		
42	B-64. Standards for Student Learning	
43	The National Education Association believes in high stan-	
44	dards that describe clear expectations for what students should	
45	know and be able to achieve. Throughout the implementation	
46	of content and performance standards, all students must be	
47	provided the instructional opportunities and learning conditions	
48	necessary to attain the standards. The Association supports	
49	the development and use of a variety of assessments that are	
50	appropriate to the standards. The Association also believes that	
51	there should be no financial incentives or consequences linked	
52	to the development, adoption, or implementation of national	
53	standards.	
54	The Association further believes that state and local affli-	
55	ates must participate in the planning, development, implementa-	
56	tion, and refinement of standards, conditions, and assessments	
57	to ensure that—	
58	a. Students, parents/guardians, education employees,	
59	community members, and governmental officials are	
60	involved and share the accountability	
61	b. Education employees are afforded release time and/or	
62	compensation in order to have opportunities to work	
63	with colleagues on a regular basis throughout the school	
64	year on how to teach and assess student proficiency in	
65	the standards	
	c. Full funding and resources are provided	66
	d. Curriculum includes, but is not limited to, required	67
	standards. Standards are introduced into the curriculum	68
	at a rate that allows education employees opportunities	69
	to adapt their practice, work with each other, and pilot	70
	the work in a concerted fashion	71
	e. Appropriate attention is given to students' progress	72
	toward attaining the standards and to their needs and	73
	developmental levels	74
	f. Age appropriate placement, when used, includes	75
	appropriate interventions designed to support	76
	meaningful, challenging, and developmentally	77
	appropriate learning for each student	78
	g. Professional development is provided for all education	79
	employees to help align their practices to the standards	80
	h. Education employees participate in the review and	81
	refinement of standards and assessments	82
	i. Achievement gaps are eliminated. (1997, 2008)	83
		84
	B-65. Individual Learning, Growth, and	85
	Development	86
	The National Education Association believes that learners	87
	grow and develop at different rates and in different ways.	88
	Individual learning progresses in a highly complex manner that	89
	includes periods of rapid growth and periods of intellectual	90
	consolidation.	91
	The Association also believes that individuals learn best in	92
	caring, challenging, and inclusive environments that support	93
	and engage each learner. Individual students require learning	94
	opportunities that are differentiated and responsive to their	95
	needs, interests, and learning styles.	96
	The Association further believes in the use of developmen-	97
	tally appropriate instructional practices. Grade level labels do	98
	not accurately define our students. Such labels misinterpret	99
	student learning as primarily linear, sequential, and easily	100
	standardized. (2008, 2009)	101
		102
	B-66. Social Emotional Learning	103
	The National Education Association believes that students	104
	must learn the social emotional skills of self-awareness, self-	105
	management, social awareness, decision-making, and relation-	106
	ship management. The development of these competencies is	107
	necessary in the learning process to provide pathways for both	108
	academic success and achievement.	109
	The Association supports the utilization of evidence-based	110
	instructional methods and adequate staffing of specialized	111
	instructional support personnel (school counselors, social	112
	workers, mental health workers, nurses, and/or psychologists)	113
	to provide services, including peer support, designed to develop	114
	and promote healthy social and emotional skills in all students	115
	for their lifelong learning process. (2015, 2021)	116
		117
	B-67. Assessment of Student Learning	118
	The National Education Association supports ongoing	119
	comprehensive assessment of student growth. A student's	120
	level of performance is best assessed with authentic measures,	121
	including but not limited to extended curricular activities and	122
	opportunities, directly linked to the lessons taught and materi-	123
	als used by teachers.	124
	The Association believes that the primary purposes of	125
	assessment of learning both inside and outside the classroom	126
	are to—	127
	a. Assist students and their parents/guardians in	128
	identifying the students' strengths and needs	129
	b. Encourage students to become lifelong learners	130

1	c.	Measure a program’s effectiveness, communicate	e.	Progress should be continually monitored to ensure that	66
2		learning expectations, and provide a basis for		assessments are appropriate for the purposes for which	67
3		determining instructional strategies		they are intended.	68
4	d.	Develop appropriate learning experiences for students.	f.	Students with special needs and/or limited English	69
5		The Association also believes that no one measure should		proficiency should have appropriate alternative options	70
6		be used to determine a student’s performance. Teachers should		to standardized testing to measure individual progress	71
7		utilize a variety of measures to accurately assess student		and proficiencies.	72
8		growth. All methods of assessment shall provide the necessary	g.	English language learners (ELLs) should be able to	73
9		accommodations, modifications, and exemptions, and be free of		demonstrate an advanced understanding and application	74
10		cultural, racial, and gender biases.		of academic language proficiencies in listening,	75
11		The Association further believes that classroom teachers		speaking, reading, and writing in English prior to being	76
12		must be involved in the development of assessment systems and		required to take high stakes assessments.	77
13		are best qualified to determine the criteria for assessment of		The Association opposes the use of standardized tests and/or	78
14		students and dissemination of results. Instruments used to com-		assessments when—	79
15		municate student progress must be accurate and meaningful to	a.	Used as the criterion for the reduction or withholding of	80
16		students, parents/guardians, and other stakeholders.		any educational funding	81
17		The Association believes that the type and the amount of	b.	Results are used to compare students, educators,	82
18		homework assigned should be determined by the classroom		programs, schools, communities, and states	83
19		teacher and be appropriate to a student’s developmental level.	c.	Used as a single criterion for high-stakes decision	84
20		(1981, 2016)		making, such as graduation requirements or grade	85
21				promotion	86
22			d.	The results lead to sanctions or other punitive actions	87
23			e.	Arbitrary standards are required	88
24			f.	They do not match the processing skills, motor skills	89
25				and/or academic developmental levels or language	90
26				proficiency of the student	91
27			g.	Student scores are used to determine compensation	92
28			h.	Programs are specifically designed to teach to the test	93
29			i.	Testing programs or tests limit or supplant instructional	94
30				time	95
31			j.	Every student is required to be tested every year	96
32			k.	Students and parents/guardians are not provided with a	97
33				complete report of the individual student’s test results	98
34			l.	Time required to administer the test exceeds reasonable	99
35				and appropriate limits for the age of the student	100
36			m.	Test preparation impedes or discourages learning,	101
37				constrains the curriculum in ways that threaten the	102
38				quality of teaching and learning for students, or limits	103
39				and/or curtails future educational opportunities of	104
40				learners	105
41			n.	Scores are used to track students	106
42			o.	Students with special needs or limited English	107
43				proficiency are required to take the same tests as	108
44				regular education students without modifications and/or	109
45				accommodations	110
46			p.	Non-English-proficient students’ scores adversely affect	111
47				the evaluation of a school based on federal and state	112
48				guidelines.	113
49				The administration of a standardized test and/or assessment	114
50				includes the responsibility to educate the stakeholders about	115
51				the purpose of the test, the meaning of the test results, and	116
52				the accurate interpretation of its conclusions. The Association	117
53				further believes that students, parents/guardians, educators,	118
54				administrators, schools, and school districts should not be	119
55				penalized for parents/guardians exercising their legal rights to	120
56				exempt their children from standardized tests and/or assess-	121
57				ments. The Association believes that states should be encour-	122
58				aged to make test items public after they are no longer used.	123
59				(1978, 2018)	124
60					125
61					126
62					127
63					128
64					129
65					130

† See *NEA Handbook* for the Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly, which sets forth the Association’s full position dealing with this subject.

1	and institutional needs, improving instruction and counseling	66
2	services, and designing long-range plans. The Association	67
3	also believes that such student assessment programs in higher	68
4	education should—	69
5	a. Be designed institutionally rather than by the state	70
6	b. Be planned, designed, implemented, and evaluated by	71
7	faculty	72
8	c. Be implemented in accordance with collective	73
9	bargaining contracts where such contracts exist	74
10	d. Be sufficiently flexible to accommodate the cultural,	75
11	economic, and linguistic diversity among students	76
12	e. Provide tests appropriate for students with identified	77
13	learning disabilities	78
14	f. Provide faculty with information to improve individual	79
15	student learning styles and aptitude.	80
16	The Association supports student assessment programs in	81
17	higher education only if—	82
18	a. They are accompanied by adequate funding for	83
19	remedial programs and advisement	84
20	b. Remedial programs are designed and provided to meet	85
21	the deficiencies identified through assessment	86
22	c. Advisement is designed and provided to link the	87
23	remediation of individual students to the completion of	88
24	their degrees, certificates, or other appropriate courses	89
25	of study.	90
26	The Association strongly opposes—	91
27	a. The use of student assessment programs to deny access	92
28	to, or exclude students from, educational opportunities	93
29	b. The use of any single test to deny access to regular	94
30	credit classes	95
31	c. The use of student assessment programs for the	96
32	purpose of evaluating faculty, academic programs, or	97
33	institutions. (1995, 2001)	98
34		99
35	B-70. Character Education	100
36	The National Education Association supports the adoption	101
37	and use, at all educational levels, of best practice character	102
38	education strategies, materials, and activities by school districts.	103
39	The Association believes that character education should	104
40	include activities that encourage participation of education	105
41	employees and parents/guardians. The Association also	106
42	believes that character education is the intentional effort that	107
43	a school takes to promote students' understanding of, capacity	108
44	to critically reason about, motivation for, and ability to act in	109
45	accordance with ethical values and principles. (2010)	110
46		111
47	B-71. Conflict Resolution Education	112
48	The National Education Association supports the adoption	113
49	and use, at all educational levels, of proven conflict resolution	114
50	strategies, materials, and activities by school districts, education	115
51	employees, students, parents/guardians, and school security	116
52	personnel as well as the school community to encourage	117
53	nonviolent resolution of interpersonal and societal conflicts.	118
54	The Association recognizes the importance of students	119
55	having the appropriate social skills necessary to participate in	120
56	a democratic society. Programs that teach the skills of posi-	121
57	tive social interaction should be incorporated into academic	122
58	programming. (1986, 2007)	123
59		124
60	B-72. School Library Media Programs	125
61	The National Education Association believes that all	126
62	students must have a comprehensive school library media	127
63	program within their educational settings. This program should	128
64	include a full-time certified/licensed school library media	129
65	specialist and qualified education support professionals in every	130
	school; a variety of print, nonprint, and electronic resources to	66
	supplement and complement curricular, personal, and leisure	67
	needs; relevant technology; and instruction in library research	68
	and critical information literacy. The Association believes that	69
	school library media programs are negatively impacted if media	70
	specialists do not have substitutes during their absence.	71
	The Association encourages increased funding for school	72
	library media programs from federal, state, and local govern-	73
	ments as well as other sources such as public and/or private	74
	partnerships. (1980, 2021)	75
		76
	B-73. Media	77
	The National Education Association believes that the media	78
	has a significant effect on the education of the public. The	79
	Association also believes that the media has an obligation to	80
	provide full, constructive, balanced, and accurate presentations	81
	to the public. The Association further believes that the concen-	82
	tration of media ownership within a limited number of indi-	83
	viduals or corporate entities is not conducive to the presentation	84
	of divergent views and opinions.	85
	The Association supports the media's right to protect infor-	86
	mation and sources of information from mandated disclosures	87
	and search and seizure.	88
	The Association believes that media should be accessible to	89
	all. Visual media should include closed captioning for the deaf/	90
	hard of hearing and read-along captions on children's commer-	91
	cial and educational programs. (1969, 2004)	92
		93
	B-74. Technology in the Educational Process[†]	94
	The National Education Association believes that technol-	95
	ogy in the educational process improves learning opportunities	96
	for students, quality of instruction, effectiveness of education	97
	employees, and provides opportunities to reduce educational	98
	inequities.	99
	The Association supports increased federal, state, and local	100
	resources, along with public/private partnerships, to fully fund	101
	equipment purchases/leases/upgrades, maintenance, technical	102
	support, training, evaluation, and staffing to support the full	103
	use of technology in public schools, public colleges, and public	104
	universities.	105
	The Association also believes that—	106
	a. Education employees must have access to necessary	107
	technology for managing and advancing instruction.	108
	Such technology must be compatible with and on at	109
	least the same level as technology in general use outside	110
	education. Further, education employees should be	111
	provided training, encouragement, time, and resources	112
	to experiment with and to research applications of	113
	technology in order to integrate technology into all	114
	curricula as a regular part of the instructional day.	115
	b. Education employees, including representatives of	116
	the local affiliate, must be involved in all aspects of	117
	technology utilization, including planning, materials	118
	selection, implementation, and evaluation. Additional	119
	preparation time and ongoing technological support	120
	must be granted to teachers using technology to enrich	121
	their instruction. Further, classroom teachers, higher	122
	education faculty, and library/media specialists must	123
	have collaborative planning time.	124
	c. Teacher preparation in instructional technology,	125
	including the development of effective materials, and	126
		127
		128
	[†] See <i>NEA Handbook</i> for Policy Statement on Digital Learning adopted	129
	by the 2013 Representative Assembly, which sets forth the Association's full	130
	position dealing with this subject.	130

1	appropriate instructional strategies must be included in		
2	college and university programs.		
3	d. Ongoing professional development must be provided		
4	for education employees in the use, integration, and		
5	applications of technologies to enhance instruction.		
6	e. Instructional technology should be used to support		
7	instruction and must be directed by a certified/licensed		
8	teacher.		
9	f. Instructional technology should be used to improve		
10	the learning opportunities for students, the quality		
11	of instruction, and/or the effectiveness of education		
12	employees, rather than to reduce positions, hours, or		
13	compensation.		
14	g. The evaluation of education employees in any		
15	technological program should be conducted openly, be		
16	tailored to the medium, and meet the requirements of		
17	the local collective bargaining agreement or evaluation		
18	policy.		
19	h. The impact of technology and digital learning on		
20	education employees should be subject to local		
21	collective bargaining agreements.		
22	i. Education employees' participation in digital learning		
23	must be mutually established in employer policies,		
24	locally negotiated agreements, and/or other sources that		
25	establish the terms and conditions of employment for		
26	education employees.		
27	j. Education employees should own the copyright		
28	to materials that they create in the course of their		
29	employment. (1981, 2017)		
30			
31	B-75. Fair and Equitable Access to Technology		
32	The National Education Association believes students must		
33	have access to and instruction in technology, and encourages		
34	the responsible use of technology. Further, students should have		
35	access to the Internet as well as equity in training, funding, and		
36	participation to ensure their technological literacy.		
37	The Association also believes equity and freedom of access		
38	to information unimpeded by geographic, economic, social, or		
39	cultural constraints is essential.		
40	The Association further believes that Internet access and		
41	activities should be developmentally appropriate and monitored		
42	and should foster critical use. Any documentation material		
43	produced as a result of Internet access should be properly cited		
44	and comply with copyright laws. (2015, 2021)		
45			
46	B-76. Internet Access		
47	The National Education Association believes that every		
48	school classroom, office, teacher workroom, and library/media		
49	center should have affordable, high-speed, seamless, and equal		
50	access to the Internet. The Association also believes that in		
51	order for all students to access their education, which may at		
52	times be virtual, Internet access must be available, affordable,		
53	reliable, and sufficient.		
54	The Association further believes that education employees		
55	are essential to the development of an acceptable use policy		
56	(AUP) and to the appropriate use of the Internet. Filtering of		
57	Internet web sites must maintain a balance between the protec-		
58	tion of students and the open flow of information.		
59	The Association believes that an AUP that requires the		
60	signatures of parents/guardians and students must be in place		
61	before allowing student access. (1993, 2021)		
62			
63			
64			
65			
		B-77. Communication Using Social Media and	66
		Technology	67
		The National Education Association believes that guidelines	68
		for the use of social media and technology for communications	69
		related to school activities should be collaboratively developed	70
		by school employees and employers. Communication between	71
		education employees and parents/students should be limited to	72
		district-sanctioned means of communication. Such guidelines	73
		should promote professionalism, safety, respect for privacy,	74
		intellectual integrity, and a positive learning environment.	75
		(2006, 2012)	76
			77
		B-78. Digital Learning†	78
		The National Education Association believes that quality	79
		digital learning can create or extend learning opportunities but	80
		cannot replace traditional education which allows for regular	81
		face-to-face interaction among students, peers, and instructors.	82
		The Association also believes that students who participate	83
		in developmentally appropriate digital learning should receive	84
		the preparation and support necessary to enable them to func-	85
		tion effectively in an online environment, which at a minimum	86
		should include—	87
		a. Supervision and instruction provided by fully qualified,	88
		certified, and/or licensed educators	89
		b. Appropriate services, equipment, technical support,	90
		libraries, and laboratories	91
		c. Accurate course descriptions and clear expectations	92
		prior to enrollment	93
		d. Reasonable student to instructor ratios that allow for	94
		individualized interaction with instructors	95
		e. Opportunities for appropriate student-to-student	96
		interaction	97
		f. Curriculum approved courses comparable to similar	98
		courses delivered by traditional means and approved by	99
		the state education agency	100
		g. Courses that are transferable from school to school or	101
		for graduation requirements.	102
		The Association further believes that virtual learning	103
		should be a viable option for public school students and staff	104
		who thrive in that environment or are under extenuating	105
		circumstances. Virtual learning should be designed and utilized	106
		strategically and in the best interest of students and staff.	107
		The Association believes that state and local education	108
		authorities should support virtual learning by providing appro-	109
		prate funding, training, planning time, devices, infrastructure,	110
		and technology support for students and staff as defined by best	111
		practices. (1997, 2021)	112
			113
		B-79. Communication Between Hearing and Deaf/	114
		Hard of Hearing People	115
		The National Education Association believes that the lack of	116
		communications between hearing and the deaf/hard of hearing	117
		has detracted from the potential of a broadly distributed group	118
		to contribute fully to our total society.	119
		The Association recommends that instruction be given to	120
		hearing students, staff, and administrators that will help them	121
		understand the unique needs of all deaf/hard of hearing people	122
		and will help hearing students, staff, and administrators com-	123
		municate with deaf/hard of hearing people.	124
		The Association also believes that children who are deaf	125
		or hard of hearing should have the legal right to certified	126
			127
			128
			129
			130

† See *NEA Handbook* for Policy Statement on Digital Learning adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1	American Sign Language instructors and interpreters/translit-	
2	erators when appropriate to prevent linguistic deprivation.	
3	The Association further believes that American Sign Lan-	
4	guage should be offered as a foreign/world language elective	
5	credit at both high school and college levels.	
6	The Association believes that educational sign language	
7	interpreters/translitterators must be qualified professionals who	
8	are licensed, state credentialed, or nationally certified. (1974,	
9	2016)	
10		
11	B-80. Classroom Use of Animals	
12	The National Education Association believes that educa-	
13	tors at all levels should implement guidelines concerning the	
14	humane use of animals in the classroom.	
15	The Association urges that educators encourage compassion	
16	and respect for all living things. (1989, 2018)	
17		
18	B-81. Student Attendance	
19	The National Education Association believes that consistent	
20	student attendance in school is vital to academic success.	
21	The Association supports the ongoing efforts of schools and	
22	educators to minimize tardiness, truancy, and other attendance	
23	issues. (2013, 2017)	
24		
25	B-82. Transfer of Student Records	
26	The National Education Association supports the develop-	
27	ment of an effective process for the transfer of student records.	
28	To expedite the confidential information exchanges between	
29	schools when students transfer, the process should follow a	
30	national format designed by educational and legal professionals.	
31	This process must protect the rights of students and should	
32	facilitate the continuity of their education.	
33	The Association believes that school and education employ-	
34	ees must receive information that indicates—	
35	a. Educational plans, goals, specialized programs, and/or	
36	services	
37	b. Assessment data	
38	c. Attendance and cumulative records	
39	d. Immunizations and health needs	
40	e. Legal stipulations/restrictions	
41	f. History of disciplinary incidents and violence-related	
42	behavior. (1980, 2004)	
43		
44	B-83. Home Schooling	
45	The National Education Association believes that home	
46	schooling programs based on parental choice cannot provide	
47	the student with a comprehensive education experience. When	
48	home schooling occurs, students enrolled must meet all state	
49	curricular requirements, including the taking and passing of	
50	assessments to ensure adequate academic progress. Home	
51	schooling should be limited to the children of the immediate	
52	family, with all expenses being borne by the parents/guard-	
53	ians. Instruction should be by persons who are licensed by the	
54	appropriate state education licensure agency, and a curriculum	
55	approved by the state department of education should be used.	
56	The Association also believes that home-schooled students	
57	should not participate in any extracurricular activities in the	
58	public schools.	
59	The Association further believes that local public school	
60	systems should have the authority to determine grade placement	
61	and/or credits earned toward graduation for students entering	
62	or re-entering the public school setting from a home school	
63	setting. (1988, 2006)	
64		
65		
	C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR STUDENTS	66
		67
		68
	HEALTH, WELFARE, SAFETY	69
		70
	C-1. Health Care for All Children	71
	The National Education Association believes that every	72
	child should have direct and confidential access to comprehen-	73
	sive health care.	74
	The Association also believes that such health care should	75
	be provided by properly licensed physicians and by other	76
	properly licensed health professionals.	77
	The Association further believes legislation should be	78
	adopted to maintain and expand comprehensive health care for	79
	all children. (1990, 2015)	80
		81
	C-2. Vaccinations	82
	The National Education Association believes that vaccines	83
	are essential medical tools in preventing infectious diseases and	84
	must be pervasive to effectively protect society. The Associa-	85
	tion also believes that students should be vaccinated, whenever	86
	possible and appropriate, prior to enrollment in public school.	87
	The Association further believes that vaccination guidelines	88
	from the American Academy of Pediatrics and Centers for Dis-	89
	ease Control and Prevention should be followed by educators,	90
	parents/guardians, and students. The Association believes that	91
	state legislatures should establish clear guidelines for waivers	92
	that minimize the numbers of unvaccinated students to those	93
	necessary due to documented medical conditions. Evidence-	94
	-based vaccination campaigns are integral in maintaining	95
	student and community health. (2015, 2021)	96
		97
	C-3. Communicable Disease Prevention	98
	The National Education Association believes that, for	99
	all employees, school districts and educational institutions,	100
	working in collaboration with school nurses and local health	101
	authorities, should initiate professional development about	102
	communicable diseases and their prevention. This information	103
	should be disseminated to all students, parents/guardians, and	104
	staff as appropriate. (2010, 2016)	105
		106
	C-4. Nutrition	107
	The National Education Association believes that proper	108
	nutrition is essential to child development and student success.	109
	The Association also believes that proper nutrition must be a	110
	part of prenatal care and must continue throughout life. The	111
	Association further believes that the marketing of foods and	112
	beverages should reinforce proper student nutrition.	113
	The Association supports programs within the education	114
	framework that promote understanding and teaching of proper	115
	nutrition. In addition, the Association advocates efforts to	116
	develop uniform labeling and symbols that make clear to	117
	consumers which food and beverage choices promote good	118
	nutrition.	119
	The Association believes school food service programs must	120
	be nutritionally sound, appealing, and affordable. Portions and/	121
	or serving sizes should be appropriate for various age groups	122
	within a school. A choice of nutritious beverages and plant-	123
	-based foods should be available. The Association also supports	124
	nutrition programs that are regulated by uniform standards,	125
	readily accessible, medically correct for students and employees	126
	who have special, documented dietary needs, and are supported	127
	by public funds. The Association also believes that no student	128
	shall be denied the opportunity of a school meal or be publicly	129
		130

1	identified or stigmatized for needing free or reduced lunch or	66
2	the inability to pay a school meal debt.	67
3	The Association further believes that any changes in the way	68
4	public funds are allocated for school food service programs	69
5	must maintain quality and appropriate levels of service as	70
6	well as support additional funding, given projected increases	71
7	in population and need. The Association supports fundraising	72
8	efforts, sponsorships, and mascots promoting healthy food	73
9	guidelines. (1990, 2018)	74
10		75
11	C-5. Adequate Rest	76
12	The National Education Association believes that overall	77
13	health and performance are best achieved with adequate rest	78
14	on a regular basis. The Association supports school schedules	79
15	that follow research-based recommendations regarding the	80
16	sleep patterns of age groups. The Association further sup-	81
17	ports programs within the education framework that promote	82
18	understanding of the importance of adequate rest. (2011)	83
19		84
20	C-6. Physical Activity and Recess	85
21	The National Education Association believes that regular	86
22	physical activity provides an active form of learning that	87
23	encourages a healthy lifestyle and promotes physical, mental,	88
24	and emotional wellness. This physical activity should be pro-	89
25	vided through physical education classes, recess, and movement	90
26	activities scheduled throughout the day.	91
27	The Association also believes that recess allows students	92
28	to develop interpersonal and problem-solving skills and that	93
29	it is not a substitute for a comprehensive physical education	94
30	program.	95
31	The Association further believes that withholding recess	96
32	as a form of discipline is counterproductive to healthy child	97
33	development and restorative justice practices. (2010, 2021)	98
34		99
35	C-7. Learning Through Play	100
36	The National Education Association believes that ample	101
37	time for student-driven, unstructured play must be included	102
38	among the essential learning experiences in the education	103
39	of our students. Beyond physical activity, these experiences	104
40	include imaginative play, creative/constructive play, and games	105
41	with rules. Student engagement in undirected, freely chosen	106
42	activities is an essential component of healthy human develop-	107
43	ment as well as a necessity for social/emotional, physical, and	108
44	cognitive growth of children.	109
45	The Association also believes that play increases student	110
46	abilities in the areas of critical thinking, problem solving, cre-	111
47	ativity, executive functioning, communication skills, empathy,	112
48	and self-regulation.	113
49	The Association further believes that a lack of ample time	114
50	for undirected, self-chosen play/activities contributes to mental	115
51	health problems such as rising rates of stress, anxiety, depres-	116
52	sion, and child suicide, and therefore should be treated as an	117
53	important provision in the scheduling of student time.	118
54	The Association believes that ample amounts of time for	119
55	play and/or freely chosen activities are necessary for healthy	120
56	development and should be provided during the school day.	121
57	(2016)	122
58		123
59	C-8. Comprehensive School Health, Social, and	124
60	Psychological Programs and Services	125
61	The National Education Association believes that to	126
62	promote health and wellbeing every student, preK through	127
63	higher education, should have direct and confidential access	128
64	to comprehensive health, social, and psychological programs	129
65	and services. Such programs and services can be effective with	130
	ongoing communication and coordinated partnerships between	66
	social, school, home, and community resources.	67
	The Association also believes that all health, social, and	68
	psychological services must be provided only by the appro-	69
	propriately licensed and certificated professional personnel. The	70
	Association further believes that education employees, parents/	71
	guardians, students, and personnel from community agencies	72
	providing services to students must be involved in the develop-	73
	ment, implementation, and coordination of these services.	74
	The Association believes that, to provide effective physical	75
	and mental health services in the school setting, the following	76
	are essential:	77
	a. School counseling programs providing a focus on	78
	academic, career, and social/emotional development so	79
	students achieve success in school and are prepared to	80
	lead fulfilling lives as responsible members of society;	81
	school counselors spending at least 80 percent of	82
	their time providing direct services to students, with a	83
	maximum counselor/student ratio of 1:250	84
	b. Health services, provided by a licensed school nurse,	85
	promoting the health of students through prevention,	86
	case finding, early intervention, and remediation of	87
	specific health problems, with a nurse-to-student ratio	88
	at each site that is at least one school nurse to every	89
	750 students, with adjustments to safely accommodate	90
	students with special health needs and chronic illness	91
	c. School psychological services promoting the mental	92
	health of students through prevention, identification,	93
	early intervention, and remediation of specific mental	94
	health issues that interfere with the learning process	95
	and providing crisis intervention of traumatic events	96
	and mental health counseling, with a psychologist-to-	97
	student ratio of at least one to every 500–700 students,	98
	adjusting to adequately accommodate students with	99
	serious emotional disabilities	100
	d. School social work services providing crisis	101
	intervention, individual and group counseling, behavior	102
	management, and coordination with student families	103
	and community resources, with a maximum social	104
	worker/student ratio of 1:250	105
	e. Other specialized clinicians who identify, diagnose, and	106
	accommodate learning disabilities and other conditions	107
	adversely affecting the ability to learn and succeed in a	108
	school setting	109
	f. Family-planning counseling and access to birth control	110
	methods with instruction in their use, if deemed	111
	appropriate by local choice	112
	g. A healthful psychological climate and a safe physical	113
	environment at the building, classroom, and individual	114
	levels.	115
	The Association urges its affiliates to support legislation to	116
	provide comprehensive care to all children and supports com-	117
	munity, state, and national efforts to coordinate these services.	118
	(1969, 2016)	119
		120
	C-9. Student Mental Health and Wellness	121
	The National Education Association believes that mental,	122
	emotional, and environmental pressures can significantly	123
	impact students' mental/physical health and success, potentially	124
	resulting in drug and alcohol use/abuse, violence, vandalism,	125
	school dropouts, self-injuring behaviors, suicide among children	126
	and youth, etc. Often students have not been equipped with	127
	the necessary skills needed to meet the challenges of these	128
	pressures (i.e., resiliency training). Additionally, disciplining	129
	students for their actions without a program in place to discuss	130

1	reasons, stressors, or provide stress management strategies only	66
2	further exacerbates the issues and behaviors.	67
3	The Association therefore believes that school districts and	68
4	local affiliates should provide ongoing professional develop-	69
5	ment for education employees and training/guidance for	70
6	parents/guardians to help and support students.	71
7	The Association also believes that schools must work	72
8	collaboratively with the community, local, state, and national	73
9	agencies to ensure that these children and young adults begin-	74
10	ning at preK have full access to comprehensive identification	75
11	processes, interventions, and services that support their physical	76
12	and psychological well-being. (1980, 2021)	77
13		78
14	C-10. Complex Trauma	79
15	The National Education Association believes that complex	80
16	trauma impacts the brain development of children. Complex	81
17	trauma causes systemic and individualized educational barriers	82
18	that interfere with children’s emotional and physical health and	83
19	impedes access to education.	84
20	The Association recognizes the risks of secondary trauma	85
21	faced by those who support these children and that they	86
22	themselves may need support.	87
23	The Association understands that trauma crosses all	88
24	segments of society and is often compounded by the effects	89
25	of poverty, institutional racism, and other adverse childhood	90
26	experiences.	91
27	The Association also believes that school districts should	92
28	provide education employees with complex trauma professional	93
29	development and trauma-informed programs that address the	94
30	effects of trauma. When educators are aware of the impact of	95
31	toxic stress on student neurological development, behavior,	96
32	and learning, they become trauma-skilled educators better	97
33	capable of assessing and responding to the needs of students.	98
34	Promoting professional development in restorative practices	99
35	and asset-based discipline ensures safe working and learning	100
36	environments. (2016, 2021)	101
37		102
38	C-11. Suicide Prevention Programs	103
39	The National Education Association believes that evidence-	104
40	based suicide prevention programs must be developed and	105
41	implemented. The Association urges its affiliates to ensure	106
42	that these programs are an integral part of the school program.	107
43	These programs must be developed in consultation with the	108
44	school community, school-employed mental health profession-	109
45	als, and suicide prevention experts. The programs must address,	110
46	at a minimum, guidelines for suicide prevention, intervention,	111
47	and postvention. (1989, 2018)	112
48		113
49	C-12. Student Sexual Orientation, Gender Identity,	114
50	and Gender Expression	115
51	The National Education Association believes that all	116
52	persons, regardless of sexual orientation or gender identity,	117
53	should be afforded equal opportunity and guaranteed a safe	118
54	and inclusive environment within the public education system.	119
55	The Association also believes a safe and inclusive environ-	120
56	ment ensures that all transgender students have access to the	121
57	bathroom or locker room of their choice and protects them	122
58	from breaches of confidentiality. The Association believes that	123
59	LGBTQ+ students have the right to privacy and confidentiality	124
60	regarding their sexual orientation, gender identity, and gender	125
61	expression. Further, educators must respect these students	126
62	and their choice of whether or not to reveal their orientation,	127
63	identity, or expression.	128
64	The Association further believes that, for students who are	129
65	struggling with their sexual orientation, gender identity, or	130
	gender expression, every school district and educational institu-	
	tion should provide counseling services and programs—staffed	
	by trained personnel—that deal with high suicide and dropout	
	rates and the high incidence of teen prostitution. The Associa-	
	tion further believes that therapies designed to alter a student’s	
	orientation or identity are harmful to the emotional develop-	
	ment of lesbian, gay, bisexual, transgender, non-binary, and	
	questioning (LGBTQ+) students. Therefore, students should	
	have access to gender-affirming health care.	
	The Association believes that all transgender students should	
	be able to use the bathroom or locker room of their choice.	
	(1988, 2021)	
	C-13. Safe Schools and Communities	
	The National Education Association believes that a safe	
	school climate is the right of all students and school employees.	
	The Association also believes that communities must develop	
	policies and practices that promote safe schools. The Associa-	
	tion further believes that it is in the best interest and safety of	
	all students if education employees are immediately informed	
	of students with known serious behavior problems or violence-	
	related potential. Students and education employees must be	
	safe from physical, verbal, and psychological violence, and all	
	forms of harassment. Plans and procedures regarding discipline	
	and/or harassment must include due process and services to	
	help reduce future incidents.	
	The Association believes that all staff must be trained	
	in conflict resolution strategies, trauma-informed practices,	
	and restorative practices to help students in the promotion	
	of safe schools. The Association also believes that plans and	
	procedures must be consistently enforced, visible, and easily	
	accessible for the safe and orderly conduct of school activities	
	and events.	
	The Association further believes that school security person-	
	nel must be properly trained to respond to confrontational	
	and violent situations. In addition, all staff should be provided	
	with appropriate, ongoing training on how to create, promote,	
	and maintain a safe school climate. The Association believes	
	that training qualified school mental health professionals, law	
	enforcement officers, and other personnel in restorative justice	
	practices will also foster a safe school community.	
	The Association also believes that all school buildings	
	should have controlled access. School design should incorporate	
	technologies which facilitate safety.	
	The Association further believes behavior that does not	
	match the expectations for school safety is often a result of	
	trauma, adverse conditions, or the absence of conflict resolu-	
	tion, anger management, and problem-solving skills. Therefore,	
	students must be taught strategies and skills, including conflict	
	resolution, that develop respect, self-discipline, and self-control.	
	Students must learn to distinguish between their own rights	
	and responsibilities and the rights and responsibilities of	
	others. Appropriate services and placement within education	
	programs and/or with state and/or community agencies must be	
	provided for students who disrupt the learning environment or	
	who are dangerous to other students, education employees, and	
	themselves.	
	The Association believes that appropriate school behavior	
	begins and is reinforced in the home. Programs that provide	
	assistance and training in child development, effective parent-	
	ing skills, and strategies for dealing with disruptive students	
	must be available for parents/guardians. Schools can be	
	instrumental in identifying and recommending strategies that	
	can assist parents/guardians. (1994, 2021)	

1	C-14. School Emergency Plans		
2	The National Education Association believes in the safety		
3	of all students and staff. The Association also believes that		
4	schools, school districts, and school transportation systems		
5	must have written plans that delineate procedures that include,		
6	but are not limited to, emergencies, lockdowns, violence, evacu-		
7	ations, and weather-related conditions. Plans must include rapid		
8	reaction criteria and procedures coordinated with on-campus,		
9	community, and other appropriate first responders. Emergency		
10	plans for each school site must be developed by school person-		
11	nel and parents/guardians in partnership with the community.		
12	The Association further believes that for these plans to be		
13	effective they must be practiced and updated on a regular and		
14	consistent basis. Adequate training of all school staff is vital to		
15	the success of any school emergency plan. Plans must include		
16	stress management/counseling strategies as follow-up care for		
17	students and staff when appropriate. (2007, 2015)		
18			
19	C-15. Discipline		
20	The National Education Association believes that a safe		
21	and nurturing environment in which students are treated with		
22	dignity is the right of every student. Effective disciplinary		
23	procedures enhance high expectations for quality instruction		
24	and learning.		
25	The Association promotes study, development, and funding		
26	for a variety of effective discipline procedures. The Association		
27	also believes that governing boards, in conjunction with local		
28	affiliates, parents/guardians, students, education employees,		
29	community members, and other stakeholders, should develop		
30	proactive policies, procedures, standards, and professional		
31	development opportunities that provide the necessary admin-		
32	istrative support to education employees in the development		
33	and maintenance of a positive, safe school environment. The		
34	Association further believes that corporal punishment, or the		
35	threat of it, has no place in public education.		
36	The Association believes that policies promoting educational		
37	processes which emphasize prevention, effective interven-		
38	tions, and rehabilitation will decrease the use of out-of-school		
39	suspensions, expulsions, in-school arrests, and the practice that		
40	is commonly called the “school-to-prison pipeline” that can		
41	lead to future incarcerations. The Association acknowledges the		
42	disparate and disproportionate consequences of such nega-		
43	tive disciplinary practices for racially and ethnically diverse		
44	students, in particular Black and Latin(o/a/x) students, and		
45	believes that district and administrative policies should promote		
46	restorative justice practices and positive behavioral choices. The		
47	Association supports collaborative efforts of school personnel		
48	and law enforcement in the use of fair and effective discipline		
49	practices. Collaborative efforts are also essential whenever		
50	school-based arrests are necessary.		
51	The Association encourages implementation and funding of		
52	programs to provide continued nondiscriminatory educational		
53	opportunities for those students who are removed from their		
54	educational setting for disciplinary reasons following due		
55	process. (1975, 2021)		
56			
57	C-16. Substance Abuse		
58	The National Education Association opposes inhalant abuse		
59	and drug abuse, including alcohol and tobacco dependency.		
60	The Association supports—		
61	a. Standardization of drug laws, including the sale and		
62	distribution of drugs		
63	b. Prohibition of the production, sale, and distribution of		
64	drug paraphernalia		
65			
	c. Improvement of drug prevention and rehabilitation	66	
	programs	67	
	d. Mandated drug rehabilitation programs for any	68	
	violation or conviction, whether civil or criminal,	69	
	resulting from the possession or use of a controlled	70	
	substance	71	
	e. Research on the genetic and neurological damage done	72	
	to children through parental substance abuse and the	73	
	impact on student learning and behavior	74	
	f. Appropriate educational experiences to educate	75	
	students about the serious consequences of participating	76	
	in any aspect of the illegal drug trade	77	
	g. Testing and regulation of performance-enhancing	78	
	dietary herbal supplements.	79	
	The Association also opposes the illegal use of drugs and	80	
	substances and believes that severe penalties for illegal produc-	81	
	tion, distribution, and sale should be strictly enforced.	82	
	The Association also supports strict enforcement of the legal	83	
	drinking age and the laws governing the sale of alcoholic beverages	84	
	in each state and supports federal legislation to establish a	85	
	uniform legal drinking age of 21.	86	
	The Association further supports strict enforcement of laws	87	
	governing the sale of tobacco and vaping products and believes	88	
	that federal legislation should be established to create a uniform	89	
	age of 18 for purchase, possession, or use of tobacco products.	90	
	(1972, 2017)	91	
		92	
	C-17. Opioid and Narcotic Addiction and Abuse	93	
	The National Education Association believes that local,	94	
	state, and national governments should develop, establish,	95	
	and implement policies to protect students and communities	96	
	from opioid and narcotic addiction and abuse. These policies	97	
	should include voluntary training for educators to recognize	98	
	and support individuals affected and, in emergency situations,	99	
	administer antagonist medications (such as Narcan) with civil	100	
	and criminal immunity. (2019)	101	
		102	
	C-18. Tobacco/Vaping Products	103	
	The National Education Association believes that educa-	104	
	tion employees should play a key role in nationwide efforts to	105	
	educate young people about the dangers of tobacco use and	106	
	secondhand smoke, and the use of vaping products.	107	
	The Association also believes that all governmental	108	
	promotion of, subsidies for, and involvement in production and	109	
	distribution of tobacco and vaping products should cease.	110	
	The Association further believes that all places of public	111	
	accommodation should be smoke-free and that taxes on tobacco	112	
	and vaping products should be increased. (1994, 2016)	113	
		114	
	C-19. Drug or Alcohol Testing of Students	115	
	The National Education Association believes that mandatory	116	
	drug or alcohol testing of students without probable cause is	117	
	an unwarranted and unconstitutional invasion of privacy and	118	
	opposes such testing.	119	
	The Association also believes that schools must immediately	120	
	notify parents/guardians of students suspected of abusing drugs,	121	
	alcohol, and/or performance-enhancing dietary herbal supple-	122	
	ments and must provide information about support services.	123	
	(1987, 2017)	124	
		125	
	C-20. Advertising of Alcoholic Beverages and/or Tobacco Products	126	
	The National Education Association believes that all forms	127	
	of advertising of alcoholic beverages, tobacco, and/or vaping	128	
	products should be eliminated. The Association also believes	129	
		130	

1	that individual performers and organizers of concerts and	66
2	sporting events should refrain from advertising and/or endors-	67
3	ing alcoholic beverages, tobacco, and/or vaping products. (1990,	68
4	2017)	69
5		70
6	FAMILY, SCHOOL, COMMUNITY WELFARE	71
7		72
8	C-21. Community and School Violence	73
9	The National Education Association believes that children	74
10	who are exposed to community and school violence are also	75
11	its victims. Witnessing violence profoundly affects children's	76
12	abilities to function at school, develop and maintain emotional	77
13	stability, and establish healthy relationships within the	78
14	community.	79
15	The Association also believes that children who are victims	80
16	of or bystanders to violence must receive the appropriate	81
17	counseling and support from school and community resources.	82
18	(2001, 2021)	83
19		84
20	C-22. Family/Domestic Violence	85
21	The National Education Association condemns any form of	86
22	family/domestic violence and the tolerance thereof and believes	87
23	the cycle of violence has a detrimental effect on students'	88
24	well-being. School districts and communities should provide	89
25	preventive training and educational programs for education	90
26	employees, students, and parents/guardians. The Association	91
27	supports adequate funding and staffing of existing family	92
28	services and the creation of additional support systems and	93
29	shelters.	94
30	The Association believes social services and the criminal	95
31	justice system should continue to intervene actively in the cycle	96
32	of family/domestic violence. (1978, 2000)	97
33		98
34	C-23. Extremist Groups	99
35	The National Education Association condemns the philoso-	100
36	phy and practices of extremist groups and their efforts to recruit	101
37	young people and urges active opposition to all such movements	102
38	that are inimical to the ideals of the Association. (1980, 1993)	103
39		104
40	C-24. Reduction of Gang-Related Crime	105
41	The National Education Association believes that families,	106
42	schools, communities, businesses, and law enforcement	107
43	agencies have critical roles in reducing gang-related crime. The	108
44	Association supports collaboration among these groups in an	109
45	effort to reduce such crime.	110
46	The Association also supports educational programs that	111
47	promote positive self-image and academic success—such	112
48	as dropout prevention/intervention, before- and after-school	113
49	programs, and job training— particularly for at-risk students in	114
50	areas where there is a high degree of gang activity.	115
51	The Association also believes that resources are critical	116
52	to help educators and students combat gang violence in our	117
53	schools and communities. The Association further believes that	118
54	federal, state, and local governments, including but not limited	119
55	to business and law enforcement agencies, should develop	120
56	and implement education and youth employment programs in	121
57	helping to reduce illegal activities by gangs. (1988, 2019)	122
58		123
59	C-25. Juvenile Offenders	124
60	The National Education Association believes that juvenile	125
61	offenders who are convicted of serious crimes and who are	126
62	contained in detention centers should be provided a healthy	127
63	environment conducive to positive social change.	128
64	The Association also believes that these juveniles, while in	129
65	this environment, should be provided with education programs	130
	and other support services that will enable them to become	66
	contributing members of society. Teachers of these youths must	67
	be prepared to provide instruction in life skills and learning	68
	skills.	69
	Juvenile offenders who pose a threat to the health and safety	70
	of others and who are not placed in these centers should be	71
	provided educational services in an appropriate alternative	72
	setting rather than the regular public school setting.	73
	The Association supports the placement of juveniles who are	74
	not charged with any offense or those who are status offenders	75
	in separate facilities from those persons who are charged with	76
	criminal offenses.	77
	The Association also supports adequate funding for	78
	programs that provide alternatives to incarceration, discourage	79
	recidivism, and engage juveniles in positive behavior manage-	80
	ment activities and community-based rehabilitation that include	81
	counseling and community services. (1988, 2004)	82
		83
	C-26. Family Stability for Children	84
	The National Education Association believes that it is in the	85
	best interest of all children to live in a secure and stable family	86
	environment. Every effort should be made to provide a family	87
	with the supportive services it needs to allow it to stay together	88
	and care for the child in a safe, nonabusive, and nurturing	89
	environment.	90
	The Association also believes that legal adoption through	91
	certified state, national, and international agencies can provide	92
	a secure and stable family environment.	93
	In the case of custodial and noncustodial parents, the	94
	Association recognizes the vital role both parents can play in	95
	the development of their children. The Association encourages	96
	the judicial system to recognize the crucial role both parents	97
	can play in that development when legally appropriate.	98
	The Association supports efforts of parents and local, state,	99
	and federal agencies to establish and enforce adequate child	100
	support guidelines and to improve the effectiveness of collect-	101
	ing court-designated child support.	102
	In consideration of these roles, the placement of children	103
	should be determined by a number of qualitative and quantita-	104
	tive standards that are both measurable and without regard to	105
	either parent's gender.	106
	If a child's immediate family and/or extended family is	107
	unable to provide care, the Association also believes that the	108
	child may need temporary foster care while, at the same time,	109
	efforts are made to work with the family toward reunification	110
	with the child.	111
	The Association further believes that parents who place	112
	children in foster care must be accountable for their efforts to	113
	rehabilitate themselves and indicate, through their actions, that	114
	they are working toward the return of the child to the home.	115
	The Association believes that, if it becomes clear that a	116
	family is not able to make a home for a child and is unable to	117
	resume parenting, efforts should be made for the legal release of	118
	the child for adoption. (1984, 2010)	119
		120
	C-27. Dependent Children of Military Personnel	121
	The National Education Association believes that parents	122
	serving in the military should have adequate services provided	123
	to ensure that their dependent children are cared for and an	124
	uninterrupted education is provided in the event of mobilization	125
	of the parent(s)/guardian(s). The Association also believes that	126
	counseling should be available for military dependents and	127
	their guardians before, during, and after the military person-	128
	nel's deployment overseas. (1991, 2005)	129
		130

1	C-28. Standards for Family/Domestic Crisis Care		66
2	The National Education Association supports a full range of	the rights of both the child or youth and the community must	67
3	assistance from interventions to shelters for families experienc-	be protected. These facilities must be licensed, be operated by	68
4	ing domestic violence.	trained and licensed personnel, meet appropriate health and	69
5	The Association advocates—	safety codes, and provide counseling and ancillary services for	70
6	a. Services that include protection, counseling, and	the child or youth.	71
7	therapy for these children and families	The impact of facilities on the public schools should be	72
8	b. Adequate financial support	taken into account by licensing agencies and zoning authorities.	73
9	c. Screening and training of potential foster families and	The Association also believes that once a child or youth is	74
10	shelter personnel	removed from a home by social services or the juvenile justice	75
11	d. Immediate temporary foster care for children who are	system—	76
12	being abused, neglected, or exploited	a. Copies of all comprehensive school records, which	77
13	e. Continued training, supervision, and evaluation of	may include but not be limited to discipline history	78
14	foster families and shelter personnel	and current special needs plans, shall be transferred to	79
15	f. Appropriate ongoing communications of pertinent	the child or youth's current educational placement in a	80
16	information between social service agencies and	timely manner as prescribed by law.	81
17	education employees	b. Children and youth shall be allowed to maintain a	82
18	g. Mandated counseling for persons committing physical	copy of their personal and educational file, which must	83
19	and/or psychological violence. (1992, 1999)	include but not be limited to a birth certificate, a social	84
20		security card, current special needs plans, transcripts, a	85
21	C-29. Child Abuse, Neglect, and Exploitation	medical card, and immunization records.	86
22	The National Education Association believes that all chil-	c. Each child or youth shall be allowed to maintain a valid	87
23	dren should be protected from the psychological and physical	state identification card. (1992, 2009)	88
24	aspects of child abuse, neglect, and exploitation.		89
25	The Association urges its affiliates to—	C-31. Protection of Infants with Disabilities	90
26	a. Seek clear legal definitions of what constitutes child	The National Education Association believes that infants	91
27	abuse, neglect, and exploitation	born with mentally and/or physically disabling conditions are	92
28	b. Encourage the development of programs that stress	entitled to receive medically necessary treatments and services	93
29	the identification of, reporting procedures for, legal	that are appropriate and consistent with the patient's needs and	94
30	responsibilities for, and techniques for dealing with	that, in accordance with accepted standards of practice, cannot	95
31	abused, neglected, and exploited children	be withheld without adversely affecting the patient's condition	96
32	c. Cooperate with community organizations to increase	or the quality of the care. These treatments and services should	97
33	public awareness and understanding of the prevalence	be accompanied by the appropriate rehabilitation and life	98
34	as well as the causes, prevention, and treatment of	learning skills. (1985, 2004)	99
35	child abuse, including neglect, exploitation, incest, and		100
36	physical abuse	C-32. Prevention of Child Abduction	101
37	d. Encourage the development and use of materials to	The National Education Association believes that all chil-	102
38	increase student awareness of child abuse, neglect, and	dren should be protected from abduction. Programs to prevent	103
39	exploitation	abduction should be provided to education employees, students,	104
40	e. Require education employees to report to appropriate	parents/guardians, and the community. School districts should	105
41	authorities instances of suspected child abuse, neglect,	have policies and procedures for the prevention of abduction.	106
42	and exploitation while providing those employees with	The Association also believes that the voluntary fingerprinting	107
43	immunity from legal action	of children should be conducted in a nonthreatening environ-	108
44	f. Encourage development of legislatively funded	ment and that completed fingerprint cards should be given to	109
45	provisions for dealing with the abusive child, adult,	the parent/guardian. (1984, 2000)	110
46	or institution as well as processes, protective options,		111
47	and coping provisions for the abused, neglected, and	C-33. Missing Children	112
48	exploited child	The National Education Association believes that all avail-	113
49	g. Encourage enactment of legislation for protection of	able means must be utilized to locate missing children. The	114
50	children from parents/guardians who demonstrate	Association also believes that local and state affiliates should	115
51	neglect by leaving them unattended/unsupervised	work cooperatively with local programs and/or authorities to	116
52	h. Encourage positive action from the marketing	raise the public's consciousness about the missing-children	117
53	and media professions in eliminating exploitation,	crisis. (1981, 2000)	118
54	commercialization, and glamorization of physical,		119
55	emotional, and sexual child abuse	C-34. Effect of Poverty on Children and Youth	120
56	i. Protect children from exploitation via multimedia and	The National Education Association believes that poverty	121
57	electronic devices. (1974, 2015)	affects a child's ability to develop necessary academic and life	122
58		skills. Society must provide high quality educational opportuni-	123
59	C-30. Out-of-Home Placement of Children and	ties for all children. The Association also believes that local,	124
60	Youth	state, and federal governments must provide adequate and	125
61	The National Education Association believes that when chil-	equitable resources, including transportation as needed, and	126
62	dren and youth are removed from the home by social services	funding to support educational programs for students affected	127
63	or the juvenile justice system either for their own protection or	by poverty.	128
64	for the commission of a status offense and are placed in the cus-	The Association further believes that the basic right to	129
65	tody of group homes, foster homes, or other custodial facilities,	a living wage for parents/guardians would ease the effects	130

1	Association supports efforts to compensate workers in a manner that meets their basic needs.	
2		
3	The Association believes that all education professionals play a crucial role in providing high quality educational experiences. For educators to empower students to experience optimal results, social programs that alleviate poverty in our communities must accompany educational programs. (1988, 2021)	
4		
5		
6		
7		
8		
9	C-35. Effect of Housing Instability and Homelessness on Children and Youth	
10		
11	The National Education Association believes that housing instability and homelessness create a deleterious impact on our students, their families, and the community. The Association also believes these conditions create educational challenges that interfere with the ability of children and youth to access education and to progress academically. Housing instability and homelessness can limit access to services such as education, housing, jobs, health care, and other human service agencies.	
12		
13		
14		
15		
16		
17		
18		
19	The Association further believes that schools need to work collaboratively with the community; local, state, and federal agencies; and higher education to create opportunities to enhance student success.	
20		
21		
22		
23	The Association believes that society has the responsibility to lessen and eliminate the effects of housing instability and homelessness by assisting children and youth to develop necessary life skills, to learn new concepts, and to function successfully in diverse settings. (2007, 2021)	
24		
25		
26		
27		
28		
29	C-36. Child Care	
30		
31	The National Education Association believes that all child care centers should have adequate facilities, affordable payment options, proper supervision, appropriate education programs, and qualified, screened, and trained personnel. Child care centers should be examined and monitored on a continuous basis, and additional legislation should be sought as necessary to maintain the highest quality child care.	
32		
33		
34		
35		
36		
37	The Association encourages school districts and educational institutions to establish on-site child care for preschoolers, students, the children of students, and the children of staff members. (1984, 1995)	
38		
39		
40		
41		
42	C-37. Programs Before and After School	
43		
44	The National Education Association believes that all children need adequate and appropriate adult supervision and guidance before and after school hours.	
45		
46	The Association also believes that children who have limited or no adult supervision before or after school need local, state, and/or national programs, developed and staffed by qualified and trained personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in addition to recreational activities. (1983, 1995)	
47		
48		
49		
50		
51		
52		
53	C-38. Youth Camp Safety	
54		
55	The National Education Association believes that all youth camps must provide proper supervision and instruction as well as secure facilities that meet current safety and health standards.	
56		
57		
58	The Association urges its members to support legislation establishing guidelines that require that all camp personnel be qualified and trained for their areas of responsibility. (1976, 1987)	
59		
60		
61		
62		
63		
64		
65		
	C-39. School Facilities: Design, Construction, and Function	
	The National Education Association believes that school facilities must be conducive to teaching and learning. The physical environment must allow for a variety of needs, including the number of students, physical characteristics of students, changes in teaching methods, specialized resources for teaching and learning, and an increased use of school facilities. The Association also believes that all school facilities must be well constructed, safe, energy-efficient, aesthetically pleasing, accessible, functional, adaptable to persons with disabilities, and adequately sized for instructional needs.	
	The Association further believes that the community, parents/guardians, and education employees must be involved through site-based, shared decision making in designing these facilities. Construction designs should incorporate original art.	
	The Association believes that stable and sufficient funding must be provided for the design, construction, adequate and ongoing maintenance, and operation of the school facility. (1992, 2019)	
	C-40. Environmentally Safe Schools	
	The National Education Association believes that the health and safety of students, staff, family, and the community is paramount to the education of students. Therefore, the Association believes that all educational facilities must have healthy indoor air quality, be smoke-free, be safe from environmental and chemical hazards, and be safe from hazardous electromagnetic fields.	
	School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to the health of students and education employees and shall report the results publicly. Further, school districts must complete corrective actions to eliminate the problems and report results in a timely manner. School districts should also develop and maintain health and safety protocols that follow Centers for Disease Control guidelines to protect students and education employees during national health crises.	
	The Association also believes that it is incumbent on local education providers to be forthcoming with information regarding mold infestation and other indoor environmental hazards in school facilities. The Association supports facility designs with the use of nontoxic materials that promote healthy indoor air quality through properly designed, installed, and maintained heating, ventilation, and air conditioning (HVAC) systems. The Association further believes that the use, installation, and maintenance of building materials in school facilities must be appropriate and comply with established local, state, and federal guidelines.	
	Additional health hazards should not be created when facilities are altered or repaired.	
	The Association believes in the establishment and enforcement of standards of the Occupational Safety and Health Administration (OSHA), including temperature and humidity recommendations, to ensure health and safety. The Association also believes that pesticide use should be minimized and, if used, advance notice given of location and date of application.	
	The Association supports ongoing training and certification of education employees who work in potentially hazardous situations. This training must include proper handling, storage, and disposal of hazardous materials and instruction on Safety Data Sheets (SDS).	
	The Association further believes that school districts must post SDS and OSHA standards. Students and/or their parents/guardians, education employees, and the public should be	

1	notified of actual and potential hazards affecting the health and	66
2	welfare of students and educators. All stakeholders should be	67
3	involved in developing a plan for corrective action. When local-	68
4	ized metrics from public health departments deem large public	69
5	gatherings unsafe, no student or education employee should be	70
6	forced to enter an unsafe facility. The Association believes in	71
7	the development and enforcement of health and safety standards	72
8	specifically for children. (1989, 2021)	73
9		
10	C-41. School Transportation	74
11	The National Education Association believes that free	75
12	transportation should be provided for all public school students	76
13	residing beyond a reasonable and safe walking distance from	77
14	their assigned schools, and that local school districts should	78
15	provide students with transportation for all school-related	79
16	activities.	80
17	The Association strongly believes that all school bus person-	81
18	nel who are utilized to transport students should be publicly	82
19	employed.	83
20	The Association also believes that, if necessary for the	84
21	safety of the students, paid bus assistants should be provided.	85
22	Qualified substitute drivers and/or bus assistants must be	86
23	provided to transport students in the absence of members of the	87
24	regular transportation staff. When traveling to all school related	88
25	activities, the group's sponsor or chaperone should not be the	89
26	group's bus driver.	90
27	The Association further believes that rules, regulations,	91
28	and procedures must be developed, enforced, and continually	92
29	reviewed and revised to ensure safe and orderly transportation	93
30	of students. In addition to an annual bus inspection, the proper	94
31	agencies should also conduct random bus inspections. Buses	95
32	that transport students, especially preschool-aged students and/	96
33	or students with disabilities, should be equipped appropriately.	97
34	(1977, 2006)	98
35		99
36	STUDENT RIGHTS/CONCERNS	100
37		101
38	C-42. Student Rights and Responsibilities	102
39	The National Education Association believes that basic	103
40	student rights include the right to safe and stable school	104
41	environments; free inquiry and expression; freedom of the	105
42	press; due process; gender equity; freedom of association;	106
43	freedom of peaceful assembly and petition; participation in the	107
44	governance of the school, college, and university; freedom from	108
45	discrimination; freedom from commercial exploitation, includ-	109
46	ing the payment of subminimum wages; and equal educational	110
47	opportunity.	111
48	The Association also believes that randomly searching	112
49	students without reasonable suspicion is a violation of their	113
50	Constitutional freedoms and is detrimental to school safety,	114
51	restorative justice, student morale, instructional time, and	115
52	nurturing learning environments.	116
53	The Association further believes that each basic student	117
54	right carries with it a comparable responsibility. Student	118
55	responsibilities include regular school attendance, conscientious	119
56	effort in classroom work and assessments, and conformance to	120
57	school rules and regulations that do not abrogate these rights.	121
58	Students share with the administration and faculty a responsi-	122
59	bility to develop a climate within the school and community	123
60	that is conducive to wholesome learning and living. No student	124
61	has the right to interfere with the education of other students. It	125
62	is the responsibility of each student to respect the rights of each	126
63	person involved in the educational process.	127
64	The Association believes that in order to protect the safety of	128
65	students it is necessary to protect the confidentiality of student	129
	information and data. The Association opposes the collection	130
	and dissemination of student data by any external organization,	
	company, or institution without the express written consent of	
	the student and/or parent/guardian.	
	The Association also believes that student rights must	
	be safeguarded when students are involved in commercial	
	premium campaigns and fundraising activities. (1969, 2021)	
	C-43. Optimizing Students' Time To Learn	
	The National Education Association believes that time to	
	learn is essential in promoting optimum success in the schools.	
	The Association also believes that—	
	a. Student absences from school have adverse effects	
	on program continuity, academic success, learning,	
	and mastery by the student. The Association urges	
	its affiliates to work with school districts, parent	
	groups, other appropriate community groups, and	
	public agencies to develop programs to reduce student	
	absences.	
	b. Excessive or unusual working hours are detrimental	
	to a student's attention span, academic success, and	
	learning. The child labor laws, as structured by the Fair	
	Labor Standards Act, must be monitored, enforced, and	
	strengthened by local, state, and national governing	
	bodies. (1979, 2007)	
	C-44. Media, Games, Products, and Children	
	The National Education Association believes that children	
	are an especially vulnerable and easily exploited audience who	
	must be protected from exposure to violence, prejudice, sexual	
	content, and stereotyping by mass media, the Internet, and	
	products that are accessible to children.	
	The Association is committed to working cooperatively with	
	media producers, advertisers, and manufacturers in developing	
	products that protect the interests of children. The Association	
	encourages the producers of mass media to select and use age-	
	appropriate subject matter in their products targeted at children.	
	The Association also encourages all radio and television pro-	
	gramming executives, when determining the appropriateness	
	of program subject matter and the development of broadcasting	
	schedules, to consider children's ages. The Association further	
	encourages advertisers and media professionals to use standard	
	grammar and correct spelling and to refrain from the use of	
	stereotypical and/or discriminatory terminology and profanity.	
	The Association encourages the producers of games and	
	toys to make explicit to consumers, prior to purchase, the nature	
	of a product's content through specific labeling. The Associa-	
	tion also believes that regulations restricting the purchase	
	of games and toys based on age appropriateness should be	
	developed and enforced. The Association deplores exposing	
	children as consumer-test groups to violent interactive games	
	and products in order for manufacturers to determine how to	
	increase or refine the violent content for the express purpose of	
	increasing sales.	
	The Association further believes that, through media	
	literacy education, education employees, parents/guardians, and	
	children must become critical users of mass media, the Internet,	
	and other products accessible to children. The Association also	
	encourages its affiliates to establish media study committees	
	to monitor media activities and promote positive educational	
	programming. (1969, 2015)	
	C-45. Student Use of Electronic Social Media	
	The National Education Association recognizes the popu-	
	larity and accessibility of electronic social media, including	

1	personal websites, blogs, text messages and social networking	
2	sites. The Association believes that students should be informed	
3	of the possible dangers of posting personal information elec-	
4	tronically. Students should be encouraged to report incidents	
5	of cyberbullying and other inappropriate communications	
6	received using electronic social media. (2010)	
7		
8	C-46. Extracurricular Participation	
9	The National Education Association believes that the suc-	
10	cessful completion of an academic program is the first priority	
11	for all students.	
12	The Association also believes that all schools, colleges,	
13	universities, and parents/guardians must accept their educa-	
14	tional responsibilities to student athletes and participants in	
15	other extracurricular activities. These students should not be	
16	exploited for economic and/or personal gain.	
17	The Association further believes that there should be fair	
18	and equitable eligibility requirements for student participation	
19	and student progress should be monitored frequently. (1984,	
20	2000)	
21		
22	C-47. Gender Equity in Athletic Programs	
23	The National Education Association believes that at all	
24	educational levels female and male students must have equal	
25	opportunity to participate in athletic programs.	
26	The Association urges that athletic funds for facilities,	
27	equipment, and remuneration of staff be allocated equally	
28	between female and male programs. (1974, 1993)	
29		
30	D. PROMOTE PROFESSIONAL EXCELLENCE	
31	AMONG EDUCATORS	
32		
33	PROFESSIONAL PREPARATION	
34		
35	D-1. The Teaching Profession	
36	The National Education Association believes that the teach-	
37	ing profession is a cornerstone of society.	
38	The goal of the profession must be to provide the highest	
39	quality of education to all students. Therefore, the profession	
40	must be composed of individuals meeting the highest standards	
41	which are established, maintained, and governed by members	
42	of the profession and must apply to recruitment, teacher	
43	preparation, induction, professional development, evaluation,	
44	practice, and accountability. Members of the teaching profes-	
45	sion must assume leadership roles and must have the time,	
46	resources, and decision-making authority to provide the highest	
47	quality of learning for each student.	
48	A quality teacher—	
49	a. Designs and facilitates instruction that incorporates the	
50	students' developmental levels, skills, and interests with	
51	content knowledge	
52	b. Develops collaborative relationships and partners with	
53	colleagues, students, families, and communities focused	
54	on meaningful and deep learning	
55	c. Provides leadership and advocacy for students, quality	
56	education, and the education profession	
57	d. Demonstrates in-depth content and professional	
58	knowledge	
59	e. Participates in ongoing professional learning as	
60	an individual and within the professional learning	
61	community	
62	f. Utilizes multiple and varied forms of assessments	
63	and student data to inform instruction, assess student	
64	learning, and drive school improvement efforts	
65		
	g. Establishes environments conducive to effective	66
	teaching and learning	67
	h. Integrates cultural competence and an understanding of	68
	the diversity of students and communities into teaching	69
	practice to enhance student learning	70
	i. Utilizes professional practices that recognize education	71
	as vital to strengthening our society and building	72
	respect for the worth, dignity and equality of every	73
	individual	74
	j. Strives to overcome the internal and external barriers	75
	that impact student learning	76
	k. Recognizes and appreciates the need for diversity and	77
	therefore encourages advancement of underrepresented	78
	groups into and within the education profession. (1998,	79
	2021)	80
		81
	D-2. Teacher Preparation Programs: Recruitment	82
	and Promotion of the Field	83
	The National Education Association believes that strong	84
	programs of teacher recruitment are necessary to maintain and	85
	enhance the teaching profession. The Association and its state	86
	and local affiliates should promote and support the establish-	87
	ment of organizations involving students of all ages interested	88
	in the field of education as a profession and encourage members	89
	to serve as advisers. Such programs should emphasize the	90
	recruitment of candidates from underrepresented groups, and	91
	should also include a policy of affirmative recruitment. Further,	92
	programs should encourage incoming teachers to engage in the	93
	work of the Association. Preteaching programs and recruitment	94
	efforts should be developed at high schools and community/	95
	junior colleges in conjunction with institutions of higher educa-	96
	tion with teacher preparation programs. These efforts should	97
	include the active participation of practicing preK through adult	98
	education teachers.	99
	The Association also believes that individuals interested in	100
	teaching as a career should attend institutions accredited by the	101
	Council for the Accreditation of Educator Preparation (CAEP).	102
	Counselors and advisers should inform students of the advan-	103
	tages of attending CAEP-accredited institutions.	104
	Federally financed loan and grant programs should be	105
	established to encourage students to become professional	106
	educators. Progressive forgiveness of the loan should be based	107
	upon the equivalent amount of professional service.	108
	Grants should be secured from both public and private	109
	sources to assist students planning to pursue a career in educa-	110
	tion. (1990, 2021)	111
		112
	D-3. Teacher Preparation for Education Support	113
	Professionals	114
	The National Education Association believes that education	115
	support professionals are an integral part of the student's learn-	116
	ing process and, therefore, would make excellent candidates for	117
	teacher preparation programs.	118
	The Association also believes that affiliates should support	119
	programs, resources, and funding to assist education support	120
	professionals who wish to fulfill the requirements necessary to	121
	become licensed classroom teachers.	122
	The Association encourages licensed colleagues to act as a	123
	support system for such programs. (1999, 2017)	124
		125
	D-4. Teacher Preparation Programs: Admissions	126
	The National Education Association believes that require-	127
	ments for admission into teacher preparation programs must	128
	be based upon standards established and maintained by the	129
	profession. These requirements must be rigorous yet flexible	130

1	enough to allow admittance to those who demonstrate potential		
2	for effective practice. The requirements and the selection		
3	process must be nondiscriminatory. The requirements and		
4	process must recognize and appreciate the need for diversity		
5	in the education profession and, therefore, include a policy of		
6	affirmative recruitment.		
7	The Association also believes that admission to teacher		
8	preparation programs should be based on multiple consid-		
9	erations, such as recommendations of faculty, grade-point		
10	average, personal interviews, portfolio reviews, and recommen-		
11	dations of persons in related fields. Standardized achievement		
12	test scores must not be the sole basis for admission.		
13	The Association urges appropriate state agencies to monitor		
14	projected needs by certification areas and to inform teacher		
15	preparation institutions of those needs on a continuing basis.		
16	Teacher preparation institutions should counsel and prepare		
17	prospective teachers in numbers consistent with projected		
18	needs. (1970, 2021)		
19			
20	D-5. Teacher Preparation Programs: Affiliate		
21	Participation		
22	The National Education Association believes that its		
23	affiliates and members should be involved in teacher education		
24	preparation and accreditation at the local, state, and national		
25	levels. The Association also believes that its affiliates and		
26	licensed educators with content-specific teaching experience		
27	should participate at the college/university level in the design,		
28	implementation, and improvement of teacher education		
29	programs. (1970, 2001)		
30			
31	D-6. Teacher Preparation Programs: Content and		
32	Evaluation		
33	The National Education Association believes that teacher		
34	preparation programs must—		
35	a. Involve all stakeholders in the design, implementation,		
36	evaluation, and improvement of teacher preparation		
37	programs. These stakeholders include licensed		
38	preK through adult education teachers and teacher		
39	educators who are practicing in their field of expertise		
40	and demonstrate practical knowledge of schools and		
41	classroom teaching as well as students preparing to		
42	teach		
43	b. Include tests, reports, student teaching, portfolio		
44	reviews, and other measures of performance designed		
45	to assess progress in acquiring the knowledge and skills		
46	necessary for effective teaching		
47	c. Require courses in the liberal arts, subject or		
48	grade-level specialty, reading, methodologies for the		
49	instruction of students with limited English proficiency,		
50	and professional studies that include learning theories,		
51	curriculum design, classroom management, behavior		
52	management, discipline, student assessment, school		
53	accountability, school law, and teaching techniques		
54	d. Include instructional content and experience that		
55	address our multicultural, multi-ethnic diversity,		
56	recognize the contributions of ethnic and other		
57	minorities, and provide strategies and techniques for		
58	teaching and interacting with culturally diverse students		
59	e. Include instructional content and experiences that		
60	address how economic and/or housing status affect a		
61	child's readiness and ability to learn and function in a		
62	school setting and that provide specific techniques for		
63	teachers who teach children of poverty		
64	f. Engage students in identifying and addressing internal		
65	and external biases		
		g. Include instructional content and experience in research	66
		and information skills, group processes, shared decision	67
		making, strategic planning, the dynamics of intergroup	68
		communications, peace and conflict resolution, human	69
		growth and development, the changing role of the	70
		family, exceptional behaviors, and human relations	71
		h. Include training and instruction in diversity, equity,	72
		biases, social and racial justice, culturally-responsive	73
		practices, trauma-informed practices, and anti-bullying	74
		techniques	75
		i. Provide a variety of field experiences, including the	76
		appropriate use of technology for managing and	77
		advancing instruction, throughout the preparation	78
		program, culminating in clinical practice	79
		j. Include accurate instructional content on the evolution	80
		of professional teacher organizations and the advances	81
		in the areas of job contracts, salary schedules, benefit	82
		programs, and working conditions	83
		k. Include instruction and practical experiences in the	84
		processes, strategies, realities, responsibilities, and	85
		challenges of shared decision making, problem-solving,	86
		and strategic planning	87
		l. Include instruction in educational programs of all	88
		special education areas recognized by federal law	89
		m. Provide access to professional and preprofessional	90
		organizations related to the education profession and	91
		areas of certification	92
		n. Provide teacher candidates with resources and practice	93
		opportunities to prepare for performance assessments	94
		for licensure/certification	95
		o. Promote involvement in an NEA Aspiring Educator	96
		Program local chapter to increase opportunities for	97
		community outreach, professional development, and	98
		political action	99
		p. Be evaluated by the Council for the Accreditation of	100
		Educator Preparation (CAEP) and funded at a level that	101
		ensures accreditation is achieved and maintained	102
		q. Use multiple measures to determine teacher readiness,	103
		with evidence and feedback from program faculty and	104
		cooperating teachers. (1970, 2021)	105
			106
		D-7. Teacher Preparation Programs: Clinical	107
		Practice	108
		The National Education Association believes that clinical	109
		practice is essential to provide prospective teachers with	110
		the experiences necessary to enter the profession and be	111
		prepared to teach. Clinical practice contributes to enhanced	112
		student learning by fostering the development of a reflective	113
		practitioner.	114
		The Association also believes that clinical practice should	115
		include a supervised student teaching experience/internship and	116
		a post-hiring residency of one year for a prospective teacher	117
		to achieve full licensure. Clinical practice provides formal	118
		support, instruction, and guidance by a faculty member in a	119
		teacher preparation program and by an experienced, licensed	120
		preK through 12 teacher in the same field of practice.	121
		The Association further believes that prospective teachers	122
		completing clinical practice should demonstrate—	123
		a. Comprehensive understanding of the central concepts	124
		and structure of the disciplines that they teach	125
		b. Knowledge of and ability to provide differentiated	126
		learning opportunities that support the intellectual,	127
		social, physical, and personal development of individual	128
		students	129
			130

1	c.	A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning	66
2			67
3			68
4			69
5	d.	Ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals	70
6			71
7			72
8	e.	Effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and personal development of individual students	73
9			74
10			75
11			76
12	f.	Use of active inquiry and collaboration between and among colleagues	77
13			78
14	g.	Racial, social, and cultural awareness of their students as individuals and of their experiences regarding bullying, trauma, and equity.	79
15			80
16			81
17		The Association believes that clinical practice experiences provide opportunities to establish essential relationships with other education employees, parents/guardians, and agencies in the community to support students' learning and well-being. (1998, 2021)	82
18			83
19			84
20			85
21			86
22			87
23		D-8. Hiring Policies and Practices for Teaching Positions	88
24			89
25		The National Education Association believes that nondiscriminatory hiring policies and practices that actively recruit a highly qualified, diverse teaching staff provide the highest quality of education for students. The recruitment and retention of a teaching staff that is representative of cultural, ethnic, and racial diversity is essential to reducing the impact of white supremacy culture and to working toward a truly just and fully integrated society.	90
26			91
27			92
28			93
29			94
30			95
31			96
32			97
33		The Association also believes that candidates for teaching positions must have completed a teacher education program meeting the Council for the Accreditation of Educator Preparation (CAEP) standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.	98
34			99
35			100
36			101
37			102
38			103
39			104
40			105
41		The Association further believes that teachers must have an active role in the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (1999, 2021)	106
42			107
43			108
44			109
45			110
46		D-9. Teacher Induction	111
47		The National Education Association believes that teacher induction is an integral part of an ongoing systemic approach to examining teaching in relation to student learning. It facilitates the transition of new teachers into the profession, promotes the retention of successful teachers, and provides a system of support for veteran teachers experiencing a change in grade level, type of assignments, job site, or cultural environment. The Association also believes that an effective induction process is based upon exemplary teaching practices, an understanding of adult and student learning, and a professional environment that encourages collaboration and inquiry through formal and informal systems of collegial support.	112
48			113
49			114
50			115
51			116
52			117
53			118
54			119
55			120
56			121
57			122
58			123
59		The Association further believes that the induction process includes critical analysis and cognitive and reflective activities that support the development of exemplary teaching practices and enhances professional development. The induction process for new teachers must be mandatory, be at least two years in duration, and include a mentoring program. The induction	124
60			125
61			126
62			127
63			128
64			129
65			130

process for veteran teachers must be flexible and provide support based upon changes in their professional assignments.

The Association encourages its affiliates to be involved in the development of standards for teacher induction and in the design and implementation of the process. (1999, 2014)

D-10. Mentor Programs

The National Education Association believes that mentor programs are a means of enhancing the professional expertise of employees and retaining quality educators. The Association also believes that the planning, implementation, and evaluation of such programs must be negotiated or cooperatively developed and maintained by the school district and the local affiliate.

The Association further believes that the duties and responsibilities of all parties must be clearly defined and uniformly administered. Mentors must be selected through a defined process with articulated criteria, be properly trained and compensated, and be provided with adequate time to fulfill their responsibilities. The state or local authority has the obligation to provide hold-harmless protection.

The Association believes that any documentation that results from the mentoring process must be confidential and the sole property of the person mentored and must not be included in the participant's personnel file. The Association also believes that any verbal conversations that result from the mentoring process must also remain confidential. (1988, 2004)

D-11. Educator Career Paths

The National Education Association believes that an educator's primary responsibility is student learning and that leadership by educators is essential to serving the needs of students, schools, and the education profession. The development of well-designed career paths can promote and nurture effective instruction. Career paths should—

- a. Be developed through collective bargaining or in nonbargaining jurisdictions be developed collaboratively by Association members and local boards
- b. Be adequately funded and sustainable
- c. Be voluntary
- d. Be fair and equitable with transparent criteria, based on professional standards
- e. Include compensation that recognizes additional responsibilities, knowledge, and/or skills
- f. Include ongoing professional development
- g. Allow educators to move between paths without penalty and support these transitions with programs, resources, and funding wherever possible
- h. Contain a comprehensive evaluation system that includes an appeal procedure
- i. Contain a plan that addresses the need for diversity and advancement for underrepresented groups. (2012, 2021)

D-12. Peer Assistance Programs and Peer Assistance and Review Programs

The National Education Association believes that high standards within the teaching profession and continuous improvement in professional practice are cornerstones of the profession. Some local affiliates may conclude that, under certain circumstances, a peer assistance or a peer assistance and review program is an appropriate mechanism for achieving these objectives.

The primary purpose of any such program should be to provide "assistance" to improve professional practice, retain

1	promising teachers, and build professional knowledge to	66
2	improve student success. A local affiliate may, at its option,	67
3	also decide to include a “review” component in the program	68
4	involving the evaluation of performance. If a local affiliate	
5	takes either position, the program should—	
6	a. Be developed through collective bargaining or through	
7	a joint association/school district agreement in	
8	nonbargaining states	
9	b. Be governed by a board composed of an equal number	
10	or a majority of representatives appointed by the local	
11	affiliate	
12	c. Be supported by stable and sustainable funding	
13	d. Acknowledge that the school district makes the final	
14	decision to retain or seek nonrenewal or termination,	
15	but that recommendations forwarded by the joint	
16	governing body are routinely accepted and acted upon	
17	by the district	
18	e. Ensure that only teachers who are deemed by their	
19	peers to be highly skilled practitioners are selected	
20	for the role of consulting teacher, that the consulting	
21	teacher’s area of expertise is the same as or closely	
22	related to that of the participating teacher, and that the	
23	consulting teacher is chosen by the program governing	
24	bodies	
25	f. Seek consulting teachers who reflect the diverse	
26	population of the teaching staff	
27	g. Provide that consulting teachers are properly	
28	compensated and provided adequate time to fulfill their	
29	responsibilities	
30	h. Provide that consulting teachers receive extensive	
31	and ongoing training in mentoring/coaching skills,	
32	district initiatives and resources, and current education	
33	instructional methods	
34	i. Establish guidelines for the referral of teachers as well	
35	as safeguards to prevent unwarranted referrals and	
36	to allow participating teachers the selection and/or	
37	approval of their assignment to a consulting teacher	
38	j. Establish and convey to all consulting and participating	
39	teachers clear rules on allowable uses of documents,	
40	products, and communications arising from the	
41	program	
42	k. Require extensive documentation based on ongoing	
43	assessments of each participant	
44	l. Require that rigorous and extensive assistance be	
45	provided over an appropriate period of time to help	
46	the participating teacher attain the requisite standard	
47	of proficiency before any effort is made to counsel the	
48	participating teacher into alternative career choices	
49	either within or outside the education profession or a	
50	recommendation to initiate nonrenewal or termination	
51	proceedings is issued	
52	m. Ensure due process protection and duty of fair	
53	representation procedures	
54	n. Guarantee that participating teachers, consulting	
55	teachers, and teachers who sit on governing bodies do	
56	not lose their Association membership or bargaining	
57	unit status by virtue of their participation in the	
58	program. (1997, 2012)	
59		
60	D-13. Administrator Preparation	
61	The National Education Association believes that admin-	
62	istrators are integral to a safe, supportive, and instructionally	
63	excellent learning community. Administrator preparation pro-	
64	grams should recruit individuals meeting the highest standards	
65	with at least five years of full-time educational experience and	
	a student-centered educational philosophy. Programs should	66
	include educationally significant clinical experience and should	67
	prepare leaders to—	68
	• Collaboratively steward a shared vision	69
	• Use data effectively to promote sustainable school	70
	improvement	71
	• Efficiently manage resources	72
	• Develop capacity for distributed leadership and	73
	equitable leadership	74
	• Build and maintain family and community partnerships	75
	• Act with integrity and fairness	76
	• Promote racial and social justice	77
	• Advocate for schools, students, families, and caregivers	78
	• Understand the moral and ethical consequences of	79
	decisions in the school community	80
	• Foster a collaborative school culture	81
	• Promote practices and programs that are focused on	82
	diversity, equity, cultural responsiveness, bullying	83
	prevention techniques, social and racial justice, the	84
	recognition of and mitigation of biases, and trauma-	85
	informed pedagogy.	86
	These programs should meet standards established, governed,	87
	and maintained by members of the profession. (1985, 2021)	88
		89
	APPROPRIATE STAFFING	90
		91
	D-14. Supervision of Extracurricular Activities	92
	The National Education Association believes that extracur-	93
	ricular activities are an important part of the public school	94
	experience. Education institutions should adopt policies,	95
	standards, and guidelines for the staffing and hiring of quali-	96
	fied extracurricular personnel, providing them with ongoing	97
	training. Qualified education employees must be given the	98
	opportunity of first acceptance of paid positions. (1994, 2014)	99
		100
	PROFESSIONAL DEVELOPMENT	101
		102
	D-15. Professional Development for Education	103
	Professionals	104
	The National Education Association believes that continuous	105
	professional development is required for education professionals	106
	to achieve and maintain the highest standards of student learn-	107
	ing and professional practice. The Association also believes that	108
	professional development should—	109
	a. Be based upon clearly articulated goals reached by	110
	consensus of the school community	111
	b. Be designed, directed by, and differentiated to meet the	112
	needs of affected professionals at each site	113
	c. Support education professionals in meeting the needs of	114
	students	115
	d. Be incorporated into and aligned with (not added to)	116
	professional work expectations	117
	e. Be standards-referenced and incorporate effective	118
	practice, relevant data, and current research	119
	f. Be supported by adequate resources	120
	g. Be career-long, rigorous, and sustained	121
	h. Stimulate intellectual development and leadership	122
	capacity	123
	i. Balance individual priorities with the needs of the	124
	school and the district	125
	j. Be modified in response to feedback from ongoing	126
	assessments and participants’ evaluations	127
	k. Preserve regular planning time for teachers	128
		129
		130

1	I. Provide—	k. Stimulate intellectual development and leadership capacity	66
2	• training and ongoing support for the implementation	l. Balance individual career goals with the needs of the school and district	67
3	of new and expanded programs/skills		68
4	• training and ongoing support in the development	m. Provide—	69
5	of new and revised curricula and instructional	• Training and ongoing support for the use of	70
6	strategies	technology	71
7	• time during the regular work day and work year for	• Opportunities to assume new roles and career paths,	72
8	inquiry, research, reflection, and collaboration	including leadership positions	73
9	• time for individual and collaborative study of student	• Opportunities for training by licensed health profes-	74
10	data to improve student learning	sionals in basic emergency lifesaving techniques,	75
11	• opportunities for mentoring/peer coaching with	including CPR, AEDS, epinephrine injections,	76
12	colleagues on an ongoing basis	opioid antagonist medications (such as Narcan), and	77
13	• a depth of subject matter knowledge and a greater	seizure management. (1998, 2018)	78
14	understanding of the impact of culture, gender, and		79
15	learning styles		80
16	• opportunities to assume new roles and career paths,	D-17. Professional Development Resource	81
17	including leadership positions	Services	82
18	• flexibility for collaboration of community partners	The National Education Association believes that profes-	83
19	with a variety of resources such as university-school	sional development resource services provide an opportunity	84
20	partnerships, professional development schools,	for education employees to share resources, experiences, and	85
21	exchange programs, professional development	ideas for professional growth. The Association also believes	86
22	resource centers, and cultural and business resources	that these services should be established, funded, and accessible	87
23	• opportunities for training by licensed health profes-	to all education employees. The Association further believes	88
24	sionals in basic emergency lifesaving techniques,	that members from local affiliates should actively participate in	89
25	including CPR, AEDs, epinephrine injections, opioid	the development and implementation of these services. (1982,	90
26	antagonist medications (such as Narcan), and seizure	2016)	91
27	management		92
28	• training and ongoing support for the use of technol-	COMPETENCY	93
29	ogy as an instructional tool. (1976, 2018)		94
30		D-18. Professional Development in Behavior	95
31	D-16. Professional Development for Education	Management, Discipline, Order, and Safety	96
32	Support Professionals	The National Education Association believes that behavior	97
33	The National Education Association believes that continuous	management, discipline, order, and safety in schools and school	98
34	professional development is required for education support	districts are essential to ensure student and educator success.	99
35	professionals to achieve and maintain the highest standards of	The Association also believes that all education employees,	100
36	professional practice in order to meet the needs of the whole	including those not typically involved in direct instruction,	101
37	student. Professional development and continuing education	must be provided ongoing, relevant professional development in	102
38	serve as catalysts to recruit, retain, and promote qualified	trauma-informed practices, behavior management, progressive	103
39	education support professionals. Professional development for	discipline, conflict resolution, restorative practices, bullying	104
40	education support professionals should be fully funded and	prevention techniques, safety plans and emergency procedures,	105
41	participants must be fully compensated to attend the trainings.	emergency lifesaving techniques, and crisis management. The	106
42	Professional development should—	Association further believes that all materials and practices	107
43	a. Be offered to both full-time and part-time education	should promote safe and just schools at every level of education,	108
44	support professionals	and all training materials and programs should be regularly	109
45	b. Be designed, directed, and differentiated to meet the	evaluated for progress and outcomes in applying racial justice	110
46	needs of affected professionals at each site	and equity tools and practices. (1994, 2021)	111
47	c. Ensure that education support professionals have		112
48	a decisive voice at every stage of the planning,	D-19. Neurological Disorder Awareness	113
49	implementation, evaluation, and modification	The National Education Association believes in establish-	114
50	d. Be ongoing throughout the school year and made	ing programs that foster educator understanding in response	115
51	available by both the states and school districts or	to neurological disorders and symptoms affecting student	116
52	through community partners such as community	learning. Qualified health professionals should be cooperatively	117
53	colleges, cultural institutions, and business resources	involved in these programs. (1987, 2019)	118
54	e. Be offered during regular work hours (on designated		119
55	school or district professional development days) or	D-20. Teacher Exchange Programs	120
56	compensated when offered outside of regular work	The National Education Association believes that teach-	121
57	hours	ers and students benefit when teachers participate in teacher	122
58	f. Be incorporated into and aligned with (not added to)	exchange programs. Voluntary teacher exchange programs	123
59	professional work expectations	should be cooperatively established with governing boards	124
60	g. Support education support professionals in meeting the	to offer such programs within and among the states, schools	125
61	needs of the whole student	of federal agencies within and outside the United States, and	126
62	h. Be standards-referenced and incorporate effective	agencies abroad. (1974, 1997)	127
63	practices, relevant data, and current research		128
64	i. Be supported by adequate resources		129
65	j. Be relevant		130

1	D-21. Education Employee Evaluation†		66
2	The National Education Association believes that formal		67
3	performance-based evaluations must include formative		68
4	evaluation components in order to assure the competency of all		69
5	education employees in their respective fields.		70
6	Effective evaluation procedures supported by professional		71
7	development programs will enable all education employees to		72
8	be informed in their areas of specialization. Such procedures,		73
9	with sufficient resources, can help ensure job competency,		74
10	identify professional growth goals, and provide options for		75
11	achieving these goals.		76
12	The Association also believes that evaluations of teachers		77
13	must be comprehensive, based on multiple indicators providing		78
14	teachers with timely feedback and support to enhance their		79
15	practice. Components of effective evaluation must include		80
16	indicators of teacher practice, teacher contribution and growth,		81
17	and contribution to student learning, growth, and development.		82
18	High quality, developmentally appropriate teacher-selected		83
19	assessments that provide valid, reliable, timely, and relevant		84
20	information regarding student learning, growth, and/or		85
21	development may be used as an indicator for quality, forma-		86
22	tive evaluation. Standardized tests, even if deemed valid and		87
23	reliable, must not be used to support any employment action		88
24	against a teacher and may not be used to determine any part of		89
25	an educator’s evaluation.		90
26	Following an evaluation, a teacher should be provided with		91
27	clear notice of any areas of suggested growth and an improve-		92
28	ment plan should be developed by the teacher, local association,		93
29	and employer. After completing the improvement plan, the		94
30	teacher should then be formally reevaluated. If dismissal		95
31	proceedings based on an unsatisfactory evaluation rating are		96
32	warranted, the teacher must be guaranteed the right to due		97
33	process. Such proceedings must be implemented by administra-		98
34	tors/evaluators who are properly trained and held accountable		99
35	for appropriate and fair evaluation systems. An administrator		100
36	must complete evaluations in accordance with the timeframe		101
37	prescribed by laws, contracts, agreements, and memoranda of		102
38	understanding. An administrator’s failure to complete an evalu-		103
39	ation must not negatively impact an education employee.		104
40	The Association further believes that classroom teachers,		105
41	without fear of discipline or negative evaluation, must be given		106
42	the discretion to modify the pace of predetermined progress		107
43	rates, dictated pacing guides, and mandated scripted lesson		108
44	pacing charts.		109
45	The evaluation procedure should be collectively bargained		110
46	and/or cooperatively developed and maintained in conjunction		111
47	with representatives selected by the local affiliate and should		112
48	include—		113
49	a. Clear performance expectations that can be objectively		114
50	assessed and are specific to the job description		115
51	b. Regular observation of job performance with advance		116
52	notice and discussion of evaluation visits and a timely		117
53	consultation after each visit		118
54	c. A written evaluation report to be provided to the person		119
55	being evaluated		120
56	d. Opportunity for a written response prior to the		121
57	placement of the evaluation in the personnel file		122
58	e. An employee improvement plan that will not interfere		123
59	with any earned pay increase or longevity credit		124
60	f. A provision for an alternative evaluator and/or an		125
61	opportunity for an alternative evaluation report to		126
62			127
63			128
64	† See <i>NEA Handbook</i> for the Policy Statement on Teacher Evaluation and		129
65	Accountability adopted by the 2011 Representative Assembly, which sets		130
	forth the Association’s full position dealing with this subject.		

ensure a fair and unbiased evaluation of the education employee

- g. An unbiased appeals process with an evidentiary hearing under oath.

The Association believes that procedures for evaluation of administrators should include evaluations by education employees who are directly supervised by them.

By participating in an evaluation process, education employees shall not waive their right to due process in any subsequent contractual or legal proceeding. (1969, 2017)

D-22. Competency Testing of Licensed Teachers

The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers. (1969, 2000)

D-23. Evaluation and Promotion in Higher Education

The National Education Association affirms the importance of teaching in institutions of higher education and believes that research and publication should not be the only criteria on which higher education faculty are evaluated and/or promoted.

The Association also believes that its higher education members must be allowed to determine through the collective bargaining process the methods by which they are evaluated and promoted.

The Association further believes that in order to maintain high standards throughout higher education, administrators must undergo individual, periodic, and regular evaluation. The evaluation process must include input from a broad spectrum of the college/university community in order to provide a balance of perspective and evaluation effectiveness. (1986, 2006)

D-24. Promote the Retention of Experienced Education Professionals

The National Education Association believes that experienced education professionals are valuable resources in the promotion of educational excellence. Experienced education professionals should be encouraged to remain in or return to the education profession through strategies consistent with Association policies, including enhanced salaries, benefits, professional compensation for additional duties beyond the established school day/year, a supportive and respectful work environment, a reasonable workload, a secure pension, and retirement packages that reward extended years of service. (2001, 2017)

E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE EDUCATOR IN THE LEARNING PROCESS

ACADEMIC FREEDOM

E-1. Instructional Excellence

The National Education Association believes that to achieve and maintain instructional excellence there must be continual improvement in the education process. The Association also believes that educators’ expertise is critical in evaluating the needs of individual students when addressing state standards. The Association further believes that teachers have the primary responsibility for instructional excellence and must have the primary authority to recommend improvements in instruction through a democratic decision-making process. The Association believes all education employees should support high standards for instructional excellence and contribute to the continual improvement of education. The Association also believes

1	that no single program can meet the needs of every student.	66
2	Mandated programs, such as scripted learning programs and	67
3	pacing charts, restrict the ability of teachers to make decisions	68
4	for appropriate, meaningful instruction in their classrooms. The	69
5	Association recommends that education employees collaborate	70
6	in the research, development, and field testing of new instruc-	71
7	tional methods and materials. (1969, 2018)	72
8		73
9	E-2. Educator-Led Schools	74
10	The National Education Association believes that educa-	75
11	tor leadership is a means to fulfilling the promise of public	76
12	education. Sharing leadership more fully would concentrate a	77
13	broader range of expertise and skill in leadership, while also	78
14	distributing responsibility for student success more equitably	79
15	among those who educate our children. In addition, shared	80
16	leadership can create a more democratic school environment	81
17	in which there is broad engagement in problem solving and	82
18	decision making, engaging the Association in student-centered	83
19	educational quality and helping to prepare a new generation of	84
20	school leaders.	85
21	Careful planning, comprehensive training, and full funding	86
22	are key components of any successful educator-led school	87
23	model. A collaborative model of democratic leadership—	88
24	educator-led, educator-voice, stakeholder-led, union-led, or	89
25	other configuration—should be selected. This selection should	90
26	be based on the school’s purpose with the active involvement of	91
27	the site’s employees and of the local/state affiliate.	92
28	Local collective bargaining agreements and other negotiated	93
29	contracts are essential and should not be dismissed or aban-	94
30	doned. Engaging with the Association in developing a model	95
31	that respects the contract is essential.	96
32	Development of a comprehensive professional development	97
33	plan—including organizational development and leadership	98
34	skills—is essential for the successful transition to an educator-	99
35	led school.	100
36	Equitable funding and adequate support are keys to the	101
37	success of democratic model schools. Educators and their	102
38	associations must demand these supports and resources as	103
39	essential to the development of school models that will support	104
40	and improve student learning. (2014)	105
41		106
42	E-3. Time To Teach	107
43	The National Education Association believes that “time to	108
44	teach” refers not only to those hours during which an educator	109
45	is actually teaching but also applies to those conditions that	110
46	contribute to the student-teacher relationship. These include	111
47	a reasonable, carefully defined work load, a duty-free lunch	112
48	period, an office in which to work, access to telephones,	113
49	adequate and appropriate office equipment, access to technol-	114
50	ogy, freedom from interruptions during instructional time,	115
51	sufficient unencumbered planning time, time to evaluate student	116
52	progress, time for implementation of federal and state legisla-	117
53	tive requirements, and elimination of the noninstructional tasks	118
54	required of a teacher.	119
55	The Association also believes that, at all levels and in all dis-	120
56	ciplines, additional common planning time should be provided	121
57	during the student day for employees to meet for such purposes	122
58	as, but not limited to, planning interdisciplinary activities/units,	123
59	team planning time, and coordinating with special education	124
60	and with support professionals.	125
61	The Association recognizes that accountability requires	126
62	reporting on the uses of funding derived from federal, state, and	127
63	local education programs. The Association further believes,	128
64	however, that in order for the classroom educator to spend	129
65	adequate time on instructional duties, the paperwork burden	130
	on the practitioner must be reduced and held to an absolute	66
	minimum.	67
	The Association believes that educators need the freedom	68
	and flexibility to schedule time and design programs to meet	69
	the needs of students. (1969, 2007)	70
		71
	E-4. Selection and Challenges of Materials and	72
	Teaching Techniques	73
	The National Education Association believes that demo-	74
	cratic values can best be transmitted in an atmosphere that does	75
	not restrain free inquiry and learning. The Association also	76
	believes that quality teaching depends on the freedom to select	77
	materials and techniques. Teachers and school library media	78
	specialists must have the right to select and use materials and	79
	techniques without censorship or legislative interference. States,	80
	school districts, and educational institutions must include	81
	teachers and faculty as full voting members on textbook and	82
	curriculum review and adoption committees. Participation must	83
	be voluntary and compensated.	84
	The Association deplores prepublishing censorship,	85
	book-burning crusades, and attempts to ban books from school	86
	library media centers and school curricula. Challenges to the	87
	choice of instructional materials and techniques must be orderly	88
	and objective, under procedures mutually adopted by profes-	89
	sional associations and school governing boards.	90
	Materials in all subject areas should—	91
	a. Include strategies that encourage student interaction	92
	b. Be developmentally appropriate	93
	c. Include appropriate accommodations and modifications	94
	for students with special needs	95
	d. Be free from stereotypes and avoid biases	96
	e. Support multicultural education and cultural competence	97
	f. Address divergent points of view	98
	g. Contain sufficient activities to teach the concepts	99
	h. Provide for the evaluation of higher level thinking	100
	i. Be historically and factually accurate	101
	j. Be inclusive of all ethnic groups.	102
	Instructional materials and equipment must be provided in	103
	sufficient variety and quantity to serve all students. (1969, 2021)	104
		105
	E-5. Development of Curriculum	106
	The National Education Association believes that to provide	107
	the highest quality of education to all students, educators must	108
	be the primary voice in the planning, development, implementa-	109
	tion, monitoring, and refinement of curricula.	110
	The Association also believes that careful consideration	111
	must be given to the curriculum in regard to—	112
	a. Inclusion of lifelong learning skills	113
	b. Student academic standards	114
	c. Alignment of curriculum with standards	115
	d. Unwarranted duplication of content	116
	e. Prevention of content gaps and biases	117
	f. Content overload	118
	g. Developmentally appropriate content	119
	h. Appropriate accommodations and modifications for	120
	students with special needs	121
	i. Integration of disciplines	122
	j. Cultural competency and responsiveness.	123
	The Association further believes that educators must have an	124
	active role in the establishment of procedures for the planning,	125
	development, implementation, monitoring, and refinement of	126
	curricula. To that end, professional time and training must be	127
	provided. (2003, 2021)	128
		129
		130

1 E-6. Development of Materials	
2 The National Education Association believes that public	
3 school teachers and postsecondary faculty should be involved	
4 in the development and field testing of all educational materials	
5 offered for adoption or purchase by public school districts and	
6 educational institutions. Materials in all subject areas should	
7 include strategies that encourage student interaction, be devel-	
8 opmentally appropriate, include appropriate accommodations	
9 and modifications for students with special needs, be free of	
10 stereotypes, address divergent points of view, contain sufficient	
11 activities to teach the concepts, and provide for the evaluation	
12 of higher level thinking skills.	
13 The Association also believes that requiring the use of	
14 electronic curriculum mapping and lesson planning software	
15 via district networks and the Internet should not impose	
16 additional time burdens on teachers, and must be accompanied	
17 by adequate training and compensation. Adoption of such	
18 practices should be a collaborative effort among teachers,	
19 administrators, and local boards of education.	
20 Where school districts and educational institutions involve	
21 teachers and faculty in the development of any educational	
22 materials, participation should be voluntary and compensated.	
23 (1984, 2006)	
24	
25 E-7. Cultural Diversity in Instructional Materials	
26 The National Education Association believes that educa-	
27 tional materials and activities should accurately portray the	
28 influences and contributions of ethnic and other minorities,	
29 women, and world religions. A diverse group of educators must	
30 be involved in selecting educational materials and in preparing	
31 educators for their use.	
32 The Association recognizes that additional instructional	
33 materials chosen for classrooms and libraries may rightfully	
34 contain diverse representations of cultures and points of view	
35 to allow students to become familiar with the attitudes and	
36 recommendations from various segments of the literary world.	
37 The Association acknowledges that many contemporary	
38 texts related to these groups do not portray realistically their	
39 importance and could convey a negative self-concept to	
40 students in these groups.	
41 The Association also believes that educators and governing	
42 boards should adopt and use textbooks and other educational	
43 materials in all subject areas that accurately portray the	
44 contributions of ethnic and other minorities, women, and world	
45 religions. (1969, 2021)	
46	
47 E-8. Academic and Professional Freedom	
48 The National Education Association believes that academic	
49 freedom is essential to the teaching profession. Academic free-	
50 dom includes the rights of teachers and learners to explore and	
51 discuss divergent points of view. Controversial issues should be	
52 a part of the instructional program when, in the judgment of the	
53 professional staff, the issues are appropriate to the curriculum	
54 and to the maturity level of the student. Teachers shall not be	
55 fired, transferred, reassigned, removed from their position, or	
56 disciplined for refusing to suppress the free expression rights of	
57 students.	
58 The Association also believes that professional freedom	
59 is essential to the teaching profession. Professional freedom	
60 includes the teachers' right to evaluate, criticize, and/or	
61 advocate their personal point of view concerning the policies	
62 and programs of the schools. Furthermore, teachers must be	
63 free to depart from mandated scripted learning programs,	
64 pacing charts, and classroom assessments without prejudice or	
65	
	punishment. Teachers also have the right to assist colleagues
	when their academic or professional freedoms are violated.
	The Association further believes that legislation and regula-
	tions that mandate or permit the teaching of religious doctrines
	and/or groups that promote anti-public education agendas
	violate both student and teacher rights. The Association urges
	its affiliates to seek repeal of these mandates where they exist.
	(2002, 2009)
	E-9. Professional Discretion in the Classroom
	The National Education Association believes that daily
	contact with students as well as professional accountability
	place classroom teachers in the best position to address the
	educational needs of students.
	The Association also believes that teachers are best suited
	to develop and deliver appropriate instructional programs and
	classroom assessments that are consistent with state curriculum
	standards. The Association further believes that direct observa-
	tion of students and analysis of data by the classroom teacher
	must guide instructional decisions without fear of reprisal.
	The Association believes that, while programs focusing
	on scripted learning and pacing charts can serve as frames
	of reference, it is still incumbent on the classroom teacher to
	evaluate the efficacy of all instructional programs and class-
	room assessments and to modify them when necessary in order
	to address the needs and facilitate the success of each student.
	Educational materials and resources should not replace or serve
	as a substitute for the teacher in the delivery of instruction.
	(2006, 2016)
	E-10. Intellectual Property and Access to
	Copyrighted Materials
	The National Education Association believes that education
	employees should own the copyright to materials they create in
	the course of their employment. Ownership rights of education
	employees who create copyrightable materials should not
	prevent education employees from making appropriate use
	of such materials in providing educational services to their
	students. Employees should have the right to display, reproduce,
	and distribute copyrighted materials for educational purposes.
	The Association also believes that students should own the
	copyright to materials they create in the course of their studies
	and additionally, in the case of graduate students, to materials
	they create while working as teaching or research assistants.
	(1969, 2017)
	E-11. Education Support Professionals in the
	Learning Environment
	The National Education Association believes that all educa-
	tion employees are essential to the learning environment. The
	Association recognizes that education support professionals are
	positive role models who enhance the education process.
	The Association also believes that the retention of education
	support professionals must be encouraged and is vital to keep-
	ing strong and effective public schools. (1990, 2014)
	E-12. Impact of Federal and State Legislative
	Mandates
	The National Education Association believes that federal
	and state mandates regarding school programs should be broad
	guidelines and be fully funded without basing funding on stu-
	dent achievement and/or educator evaluation. The mandates and
	their evaluations should be established and assessed in collabo-
	ration with the Association and its state and local affiliates, and

1 focus on the effect they have on students, education employees,
2 school programs, and finances. (1979, 2016)

3
4 **F. PROTECT THE RIGHTS OF EDUCATION**
5 **AND OTHER PUBLIC EMPLOYEES AND**
6 **ADVANCE THEIR INTERESTS AND WELFARE,**
7 **AND PROMOTE, SUPPORT AND DEFEND**
8 **PUBLIC EMPLOYEES' RIGHT TO COLLECTIVE**
9 **BARGAINING**

10
11 **PAY EQUITY/COMPARABLE WORTH**

12
13 **F-1. Nondiscriminatory Personnel Policies/
14 Affirmative Action†**

15 The National Education Association believes that, except
16 as otherwise provided below, personnel policies and practices
17 must guarantee that no person be employed, retained, paid,
18 dismissed, suspended, demoted, transferred, retired, or harassed
19 because of race, color, national origin, cultural diversity, accent,
20 religious beliefs, residence, physical disability, political activi-
21 ties, professional association activity, age, size, marital status,
22 family relationship, gender, sexual orientation, gender identity,
23 or perceived gender identity.

24 Affirmative action plans and procedures that encourage
25 active recruitment and employment of ethnic minorities,
26 women, persons with disabilities, and persons in under-
27 represented education categories should be developed and
28 implemented in accordance with Association policy. Affirma-
29 tive action plans and procedures that encourage active recruit-
30 ment and employment of men in underrepresented education
31 categories should also be developed and implemented. It may
32 be necessary therefore to give preference to men in recruitment,
33 hiring, retention, and promotion policies to overcome past
34 discrimination. (1969, 2016)

35
36 **F-2. Pay Equity/Comparable Worth**

37 The National Education Association believes that all work-
38 ers should be paid on the basis of the requirements, skills, and
39 worth of their jobs using nondiscriminatory practices.

40 The Association supports all efforts to attain accurate and
41 unbiased forms of job evaluation and to raise the pay of those
42 jobs that are presently undervalued. The “market value” means
43 of establishing pay cannot be the final determinant of pay scales
44 since it too frequently reflects the race and sex bias in our
45 society.

46 The Association encourages efforts by education employees
47 and others of the work force to gain salary levels appropriate to
48 the skill, value, responsibility, and requirements of their jobs.
49 (1982, 2015)

50
51 **F-3. Tax Deductions for Professional Expenses**

52 The National Education Association believes expenses
53 incurred for professional development must be considered as
54 necessary and ordinary and must be uniformly deductible,
55 as an adjustment, from gross income in the computation of
56 federal, state, and local income taxes. Deductible expenses
57 should include, but not be limited to, expenses incurred relating
58 to sabbatical leaves; educational travel for maintenance and
59 improvement of skills; an in-home office; education-related auto
60 use; and, purchasing of teaching supplements and professional
61 supplies, materials, and equipment. (1969, 2015)

62
63 _____
64 † See *NEA Handbook* for the Policy Statement on Affirmative Action
65 adopted by the 1997 Representative Assembly, which sets forth the Associa-
tion’s full position dealing with this subject.

COLLECTIVE BARGAINING PROCESS

F-4. Collective Bargaining Rights

The National Education Association believes that the attain-
ment and exercise of collective bargaining rights are essential
to the promotion of education employee and student needs in
society. The Association demands that these rights be advo-
cated where they are now abridged or denied and strengthened
where they are now secured.

The Association also believes that the democratic selection
of a collective bargaining representative to speak with one
voice, representing all employees in the bargaining unit, is the
foundation of effective collective bargaining. Democratic exclu-
sive representation amplifies the voice of employees, promotes
solidarity, and provides employees with the strongest footing
for securing redress of their common concerns. Therefore, the
Association unequivocally opposes attempts to dismantle or
weaken the democratic exclusive representation of employees.
(1980, 2019)

**F-5. Collective Bargaining and Grievance
Procedures**

The National Education Association believes in the necessity
of a public employees’ federal collective bargaining law that
will not weaken any state or local bargaining laws. The Asso-
ciation demands that federal, state, and local governing bodies
bargain collectively with all public employees. The Association
supports legislation that would prohibit the negotiating away of
any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and
governing boards must negotiate, in good faith, written master
contracts. These contracts must include terms and conditions
of employment and other matters of concern and include a
provision for agency fee.

The Association further believes that local affiliates should
determine the bargaining approach most appropriate for them.
The Association also supports a local’s decision to use an
interest-based process as an option from a wide range of models
for collective bargaining and/or dispute resolution.

Grievance procedures shall be provided in the master
contract with definite steps to appeal the application or
interpretation of the contract. Binding arbitration shall be a part
of the grievance procedure.

The Association believes that binding arbitration and
the right to strike must be an integral part of any collective
bargaining process.

Coordinated bargaining by Association affiliates on a
regional or statewide basis is an important component of
collective bargaining.

The Association also believes that state affiliates should seek
statutory penalties for governing boards that do not bargain
in good faith. Further, state affiliates should seek statutory
penalties for governing bodies that seek to rescind negotiated
agreements by declarations of bankruptcy or by any other
means. (1969, 1998)

F-6. Strikes

The National Education Association denounces the practice
of keeping schools open during a strike.

The Association believes that when a picket line is estab-
lished by the authorized bargaining unit, crossing it, whether
physically or electronically, is strikebreaking and jeopardizes
the welfare of education employees and the educational process.

The Association also believes that the chances of reaching
voluntary agreement in good faith are reduced when one party

1	to the negotiation process possesses the power to use the courts	
2	unilaterally against the other party.	
3	The Association recommends that several procedures be	
4	used in resolution of impasse—such as mediation, fact finding,	
5	binding arbitration, political action, and strike—if conditions	
6	make it impossible to provide quality education. In the event of	
7	a strike by education employees, extracurricular and cocurricu-	
8	lar activities must cease.	
9	Appropriate educator preparation institutions should be	
10	notified that a strike is being conducted and urged not to	
11	cooperate in emergency licensing or placement practices that	
12	constitute strikebreaking. The Association condemns denial of	
13	credits to students working in the school for credit as part of an	
14	educator preparation or credential program who have honored a	
15	work stoppage. In the event of a strike at the school of place-	
16	ment, affiliates should work with colleges and universities of	
17	both student teachers and students in field placements to ensure	
18	that those students honoring the work stoppage will receive	
19	credit for previous service and assignments, and be provided an	
20	opportunity for a comparable alternative placement in order to	
21	complete all remaining preservice requirements.	
22	The Association also condemns the use of <i>ex parte</i> injunc-	
23	tion, jailing, setting of excessive bail, fines, firing of members,	
24	community service in lieu of other penalties, decertification	
25	of an organization as the bargaining agent, loss of association	
26	rights, and revocation or suspension of tenure, licensure, and	
27	retirement benefits in school work stoppages.	
28	The Association urges enactment and enforcement of	
29	statutes guaranteeing the rights of education employees when a	
30	work stoppage occurs, including the right to present their case	
31	to the state or courts, before back-to-work orders are issued.	
32	The Association also urges its affiliates to establish practices	
33	and procedures to supply financial and emotional support as	
34	well as external and internal publicity for any local engaged in a	
35	strike. The Association is committed to supporting affiliates in	
36	the event of a strike or work action. (1969, 2019)	
37		
38	BARGAINING ISSUES	
39		
40	F-7. Basic Contract Standards	
41	The National Education Association believes that collective	
42	bargaining agreements between education employees, including	
43	part-time and temporary, and their employers should contain	
44	certain standard contractual concepts. The Association also	
45	believes that, in nonbargaining jurisdictions, these concepts	
46	should be incorporated into legislation, employer policy, and/	
47	or other sources that establish the terms and conditions of	
48	employment for education employees, including part-time and	
49	temporary. These concepts include—	
50	a. A grievance procedure that terminates with final and	
51	binding arbitration	
52	b. Just cause for any disciplinary action with guaranteed	
53	due process through final and binding arbitration and	
54	continuation of all employee rights, including full	
55	compensation and job security	
56	c. A seniority list that is updated, published, and	
57	distributed annually	
58	d. Layoff and recall based only on seniority as bargaining	
59	unit members, licensure/certification, and, to the extent	
60	legally permissible, affirmative action [†]	
61		
62		
63		
64		
65		
	e. Employer-paid benefits, including but not limited to	66
	comprehensive health, life, dental, vision, and income	67
	protection insurance and employee assistance programs,	68
	that fully cover bargaining unit members, domestic	69
	partners, and their families	70
	f. Membership in the association or the payment of a	71
	fair-share fee as a condition of employment	72
	g. Required posting of all vacant or newly created	73
	positions along with the right of bargaining unit	74
	members to apply for these positions	75
	h. Unassigned preparation, planning, and travel time as	76
	applicable for all members of the bargaining unit	77
	i. Specified class size, caseload, teaching assignment, and	78
	job description	79
	j. A duty-free lunch period of not less than 30 minutes for	80
	all members of the bargaining unit	81
	k. Nondiscriminatory, fair, and equitable treatment of	82
	bargaining unit members	83
	l. Contractually defined procedures for evaluation and	84
	promotion	85
	m. Release time for Association business with full pay and	86
	benefits	87
	n. Parental/child rearing leave for employees to provide	88
	care for natural or adopted children	89
	o. Contractually defined procedures for ensuring	90
	education employee decision making in curriculum	91
	design and related instructional management and	92
	reporting systems	93
	p. Time during the regular work day and work year for	94
	education employees to plan, engage in professional	95
	development, work on curriculum and assessment,	96
	evaluate and document student progress, mentor and be	97
	mentored, and provide professional leadership	98
	q. Salary schedules that are equitable, regardless of the	99
	age level of the students being taught, and are based	100
	upon preparation, professional growth, and length of	101
	service, and that exclude any form of merit pay except	102
	in institutions of higher education where it has been	103
	bargained	104
	r. Placement and advancement on the salary schedule	105
	based on qualifications and number of years of	106
	experience in the profession	107
	s. Extracurricular and extra-duty assignments filled on	108
	a voluntary basis and compensated at no less than the	109
	employee's regular rate of pay	110
	t. Protection from being required to participate in	111
	community service	112
	u. Retirement benefits based on all income derived from	113
	school employment	114
	v. Clearly defined bargaining unit membership	115
	w. A guaranteed safe and healthy working environment,	116
	including a secured/lockable storage space for personal	117
	belongings	118
	x. The school calendar	119
	y. Protection from unilateral changes in terms or	120
	conditions of employment	121
	z. Provisions to define class loads, student contact hours,	122
	and contract hours for instructors who are involved in	123
	distance education, and to guarantee that technology	124
	and distance education are used to supplement, not	125
	supplant, employees	126
	aa. Insurance against loss of personal items located on	127
	school property in the event of a natural disaster. (1989,	128
	2021)	129
		130

[†] See *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1 F-8. Salaries and Other Compensation

2 The National Education Association believes that salary
3 and other compensation structures for education employees are
4 matters for collective bargaining. The Association also believes
5 that any proposed or legislated salary and other compensation
6 structure should not bypass or undermine the bargaining pro-
7 cess or negotiated agreements. The Association further believes
8 that, in nonbargaining jurisdictions, salary schedules should
9 be incorporated into legislation, employer policy, and/or other
10 sources that establish the terms and conditions of employment
11 for education employees.

- 12 The Association believes that salary schedules should—
- 13 a. Provide for entry-level salaries and career
14 earnings comparable to those of other professions
15 and occupations with similar preparation and
16 responsibilities and be structured to provide
17 compensation levels that encourage all educators to
18 remain in the educational setting
 - 19 b. Be based on preparation, academic degrees, experience,
20 professional growth, responsibilities, and full length of
21 service
 - 22 c. Assure that initial placement and advancement on the
23 salary schedule are nondiscriminatory
 - 24 d. Provide additional compensation for certification from
25 the National Board for Professional Teaching Standards
26 as well as other national certifications that meet
27 rigorous and appropriate qualifying standards
 - 28 e. Provide and maintain structural integrity through the
29 use of an index or percentage guide for experience
30 increments and levels of academic preparation
 - 31 f. Assure that salary paid for summer employment,
32 continuing education programs, extended contracts,
33 conducting employee training or workshops, and extra
34 duty is not less than the rate for regular pay
 - 35 g. Assure that salaries paid in early childhood,
36 nontraditional, adult, and alternative programs are on
37 par with salaries paid in traditional programs and that
38 any personnel serving lower socioeconomic groups are
39 not paid less than equivalent educational professionals
40 providing similar service to higher socioeconomic
41 groups
 - 42 h. Define “salary increase” to mean the exact monetary
43 differential between the existing salary schedule and
44 the proposed salary schedule—exclusive of incremental
45 adjustments—and all basic benefits
 - 46 i. Provide at a minimum a living wage for education
47 support professionals
 - 48 j. Provide compensation sufficient to allow education
49 employees to live comfortably in the communities in
50 which they work.

51 The Association opposes providing additional compensation
52 to attract and/or retain education employees in hard-to-recruit
53 positions.

54 The Association also believes that local affiliates can best
55 promote the economic welfare of all education employees,
56 regardless of source of funding, by following the salary
57 standards developed at the state and national levels.

58 The Association further believes that performance pay
59 schedules, such as merit pay or any other system of compen-
60 sation based on an evaluation of an education employee’s
61 performance, are inappropriate.

62 The Association believes that its affiliates should seek the
63 repeal of laws limiting maximum salaries and benefits for
64 education employees.

65

The Association also believes that there should be no limit 66
to the number of years of experience an education employee 67
can transfer. 68

The Association further believes that, if school districts 69
consolidate or separate, education employees should not lose 70
their tenure or have their salary, benefits, or seniority reduced. 71
(1969, 2019) 72

F-9. Additional/Enhanced Compensation Models 74

The National Education Association believes that the single 75
salary schedule is the most transparent and equitable system 76
for compensating education employees. The development of 77
any additional/enhanced compensation system must include 78
authentic representation and agreement from all stakeholders, 79
especially those who will be directly affected by the plan. The 80
design of such a system must be accomplished through the 81
collective bargaining process; or in nonbargaining jurisdictions 82
should be incorporated into legislation, employer policy, and/or 83
other sources that establish the terms and conditions of employ- 84
ment for education employees using input from all affected 85
stakeholders. In nonbargaining units, the plan should be agreed 86
to by a 75 percent vote of the membership. 87

The Association also believes that the goals of any addi- 88
tional compensation model should be to— 89

- 90 a. Increase student learning opportunities 90
- 91 b. Increase salaries and fairly compensate all education 91
employees 92
- 93 c. Contribute to improved professional practice, 93
collaboration, and mentoring 94
- 95 d. Promote quality staff development and training 95
- 96 e. Attract and retain high-quality education employees 96
- 97 f. Increase support for public education. 97

The Association further believes that any additional 98
compensation model should— 99

- 100 a. Be fully funded without reprioritizing existing resources 100
- 101 b. Be funded in a sustainable manner 101
- 102 c. Be based on best practice research 102
- 103 d. Clearly define how one qualifies for the additional 103
compensation 104
- 105 e. Be accessible, on a voluntary basis, to all education 105
employees 106
- 107 f. Be maintained with the right to due process 107
- 108 g. Relate to the school’s educational objectives 108
- 109 h. Provide leadership opportunities for members of all 109
employee groups 110
- 111 i. Be open to compensation for the acquisition of 111
additional knowledge and skills 112
- 113 j. Be determined at the local level with involvement of 113
those who will be directly affected. 114

The Association believes that additional/enhanced compen- 115
sation models should not diminish the professional status of 116
those education employees who do not receive the additional 117
compensation or in any way suggest that such education 118
employees are not qualified for the positions that they hold. 119

The Association also believes that compensation conditioned 120
on student attendance and/or outcomes (such as test scores) 121
would be inappropriate. Test scores may provide valuable 122
information to teachers and schools that can be used to inform 123
curriculum and instructional decisions. 124

The Association supports regular employee evaluations to 125
provide information for professional growth, although the highly 126
subjective nature of evaluations makes them inappropriate for 127
additional/enhanced compensation decisions. (2001, 2011) 128

129
130

1 F-10. School Cancellation Policies and		
2 Compensation		
3 The National Education Association believes the com-		
4 pensation of education employees should not be impacted by		
5 students' non-attendance days and/or digital instructional days		
6 due to unforeseen circumstances which limit an employee's		
7 days or hours. (2017)		
8		
9 F-11. Benefits		
10 The National Education Association believes that benefit		
11 structures and costs to employees should be subject to collective		
12 bargaining or, in nonbargaining jurisdictions, incorporated into		
13 legislation, employer policy, and/or other sources that establish		
14 the terms and conditions of employment. The Association also		
15 believes that all education employees should be eligible for		
16 benefits that include but are not limited to—		
17 a. Comprehensive insurance programs		
18 1. Health		
19 2. Dental		
20 3. Vision		
21 4. Hearing		
22 5. Life		
23 6. Legal		
24 7. Workers' compensation		
25 8. Long-term physical and mental disability		
26 9. Prescription drug		
27 b. Paid leaves		
28 1. Sick leave with unlimited accumulation		
29 2. Personal leave with unlimited accumulation		
30 3. Bereavement leave		
31 4. Parental leave, including adoption		
32 5. Family leave		
33 6. Dependent care leave		
34 7. Sabbatical leave		
35 8. Professional leave		
36 9. Association leave		
37 10. Religious leave		
38 11. Vacation time		
39 c. Additional remuneration		
40 1. Severance pay		
41 2. Tuition reimbursement		
42 3. Retirement compensation		
43 4. Unemployment compensation		
44 5. Benefit extension for laid-off employees		
45 d. Personal assistance		
46 1. Personal assault protection, and in the event of		
47 assault, counseling services and leave that is not		
48 subject to sick or personal leave		
49 2. Employee assistance program		
50 3. Reimbursement for damages to or loss of personal		
51 property at work site		
52 4. Child care and pre-school education		
53 5. An opportunity to participate in a cafeteria-type		
54 plan or plan authorized by Section 125 of the U.S.		
55 Federal Tax Code		
56 The Association further believes that education employees		
57 and their spouses, domestic partners, and/or dependents should		
58 have equal access to all benefits applicable to them.		
59 The Association believes that paid parental leave without		
60 fear of reprisal is essential for the welfare of children. Such		
61 leave establishes strong family ties and ensures proper health		
62 and well-being of all family members.		
63 The Association also believes that comprehensive insurance		
64 programs should be provided for education employees on		
65 official leave of absence or parental leave.		
	The Association further believes that provisions should	66
	be made for retirees, their spouses, domestic partners, and/or	67
	dependents at their option to continue in the comprehensive	68
	health, dental, prescription drug, hearing, and vision programs.	69
	The Association believes that, if school districts consolidate,	70
	regionalize, share services, or separate, education employees	71
	should not lose their tenure or have their salary, benefits, or	72
	seniority reduced. (1969, 2021)	73
		74
	F-12. Education Professionals Outside the	75
	Traditional PreK–12 Schools	76
	The National Education Association recognizes the contri-	77
	butions of educators who work with students in school settings	78
	other than the traditional preK–12 schools. The Association	79
	believes that these education professionals have the right to	80
	collective bargaining processes that are comparable to their	81
	preK–12 counterparts. The Association also believes that these	82
	employees are entitled to equitable contract language that offers	83
	the same rights and protections as education employees within	84
	traditional preK–12 school settings. (2007, 2014)	85
		86
	F-13. Faculty Reward Structures in Higher	87
	Education	88
	The National Education Association believes that the reward	89
	structure for an institution of higher education should reflect	90
	the mission of the institution. An institution whose mission is	91
	teaching undergraduate students should reward good teach-	92
	ing. An institution whose mission is community outreach	93
	should reward service. An institution whose mission is basic	94
	or applied research should reward good research. The proper	95
	balance between teaching, service, and research is contingent	96
	upon faculty and administration agreement on the institutional	97
	mission of the particular campus and should be codified within	98
	the collective bargaining process, where available, or through	99
	faculty governance. (1995, 2015)	100
		101
	F-14. Contingent Faculty and Professional Staff	102
	Protection	103
	The National Education Association actively supports creat-	104
	ing new full-time faculty positions within colleges, universities,	105
	and community colleges, and, in doing so, giving priority to	106
	contingent faculty seeking full-time positions. Contingent	107
	faculty and professional staff are valuable and, in many	108
	cases, necessary to the programs of colleges and universities.	109
	Therefore, they should be treated no differently than full-time,	110
	tenure-track, or permanent faculty or professional staff for	111
	purposes of employment conditions, including eligibility to	112
	bargain collectively. However, the excessive use of academic	113
	appointments on contingent, temporary, non-tenure track, and/	114
	or multiple-year contracts may undermine academic and intel-	115
	lectual freedom, opportunity for tenure, and participation in the	116
	governance structure. Institutions fail to fulfill their responsibil-	117
	ity to provide adequate working conditions and educational sup-	118
	port when contingent faculty have no office space or allowance	119
	for office hours and are forced to teach at multiple campuses,	120
	thereby undermining educational quality.	121
	Equitable treatment of contingent faculty and professional	122
	staff must include—	123
	• Salary and benefits proportionate (pro rata pay and	124
	benefits) to their work, including course preparation	125
	time, office hours, committee assignments and	126
	involvement in shared governance	127
	• Equal treatment with tenure system faculty regarding	128
	issues of resource allocation, including office space,	129
	access to phone and computer equipment, library	130

1	facilities, secretarial support, fee waivers, and required	66
2	professional development	67
3	• Conversion from contingent positions to full-time	68
4	tenure positions in programs that need or will	69
5	benefit from more full-time positions due to growth,	70
6	reassignment, or retirement. Contingent faculty who	71
7	have demonstrated competence in the institution	72
8	through positive evaluations should be offered the	73
9	opportunity to convert into full-time tenure-track	74
10	faculty. Additionally, those seeking tenure-track	75
11	positions should have the opportunity to present their	76
12	qualifications in a fair and unbiased way for new	77
13	positions. Institutions in collaboration with exclusive	78
14	representation or appropriate governance procedures	79
15	must develop and implement an appropriate evaluation	80
16	system for contingent faculty to assure consideration for	81
17	such positions.	82
18	The Association believes that equitable policies and	83
19	practices must be in place so that contingent faculty are treated	84
20	as institutionally supported professionals and can better serve	85
21	students as an integral and valued part of these institutions of	86
22	higher education. (2008, 2009)	87
23		88
24	F-15. Graduate Assistant Protection	89
25	The National Education Association believes that graduate	90
26	assistants employed within higher education institutions are	91
27	valued employees deserving equitable treatment. Graduate	92
28	assistants should be entitled to similar rights and access to	93
29	resources that faculty receive, including but not limited to—	94
30	a. Wages and benefits proportionate to their assigned work	95
31	including course preparation time, research conducted,	96
32	office hours, committee appointments, and involvement	97
33	in governance	98
34	b. Equitable access to resources such as office space,	99
35	phone usage and computers with Internet access for	100
36	work purposes, storage space, ability to receive mail,	101
37	office supplies, educational materials required for	102
38	classroom instruction and/or research, and printing	103
39	facilities for work related duties	104
40	c. A fair and transparent evaluation and discipline process	105
41	as well as a grievance procedure available to faculty	106
42	and other staff of the employing institution	107
43	d. Access to professional development opportunities.	108
44	The Association further believes that overreliance on	109
45	graduate assistants in response to government under-funding	110
46	and other fiscal crises is detrimental to the institution, the	111
47	employees, and the students. Therefore, equitable policies and	112
48	practices must be in place so graduate assistants can function as	113
49	professionals in institutions of higher education and continue to	114
50	successfully proceed toward completion of their graduate and	115
51	postgraduate degrees. (2010)	116
52		117
53	F-16. Economic Welfare	118
54	The National Education Association supports programs	119
55	promoting social and economic justice and continues to support	120
56	programs that decrease unemployment for the American	121
57	people. (1979, 2015)	122
58		123
59	F-17. Constitutional and Civil Rights—	124
60	Employment Protection	125
61	The National Education Association, recognizing the	126
62	continuing erosion of civil rights, reaffirms its commitment	127
63	to protect the constitutional and civil rights of all education	128
64	employees. The Association believes that the constitutional	129
65	rights guaranteed to all citizens shall not be abridged for public	130
	education employees. The Association also believes that all	66
	levels of government should monitor and enforce fair employ-	67
	ment practice laws. The Association and its affiliates, working	68
	with federal, state, and local officials and agencies, shall work	69
	to promote enactment of and compliance with such laws and	70
	seek to include these rights in contractual agreements.	71
	The Association further believes that education employees	72
	should be free to participate in legal and constitutionally	73
	protected activities in private life without fear of workplace	74
	reprisal, discipline, or termination. (1991, 2016)	75
		76
	F-18. Continuing Employment and Fair Dismissal	77
	Practices	78
	The National Education Association believes that security of	79
	position must be provided for all education employees through	80
	appropriate employment policies, including fair dismissal	81
	procedures. The laws and master contracts governing said	82
	procedures must afford all education employees, including	83
	probationary and substitute employees, procedural and substan-	84
	tive due process.	85
	The Association also believes that state laws must provide	86
	for the continuing employment and/or tenure of state and/or	87
	local education employees and that federal laws must provide	88
	similar protection for education employees in federal schools.	89
	The Association further believes that any nonrenewal,	90
	revocation, or significant change to the licensure of an educa-	91
	tion employee should only follow procedural and substantive	92
	due process and not be impacted by nonrenewal or termination	93
	of specific employment. (1969, 2010)	94
		95
	F-19. Reduction in Force	96
	The National Education Association believes that one of	97
	its basic responsibilities is job security and urges its affiliates	98
	to support legislation and/or to negotiate in master contracts	99
	criteria to be utilized should reduction in force (RIF) occur.	100
	Criteria should include seniority, objectivity, nondiscrimination,	101
	uniformity of application, and affirmative action.† Should	102
	RIF become necessary, the number of administrators, supervi-	103
	sors, and managers should be reduced at least in proportion	104
	to the number of other education employees being reduced.	105
	Contracts should establish recall procedures in which staff	106
	would be recalled in the reverse order in which they were laid	107
	off. Neighboring districts are encouraged to establish jointly	108
	such procedures that on a regional basis would provide priority	109
	hiring of laid-off education employees.	110
	The Association also believes that local affiliates should—	111
	a. Negotiate reduction in force policies that exclude	112
	performance evaluation from consideration in the RIF	113
	process	114
	b. Work cooperatively with governing boards and	115
	community leaders to assist in rehiring, relocating,	116
	and/or providing alternative career training for laid-off	117
	education employees	118
	c. Condemn the improper use of RIF to eliminate	119
	complete areas from comprehensive educational and	120
	pupil personnel programs.	121
	It must be recognized that the reduction of staff and/or	122
	nonreplacement of retiring and resigning educators are both	123
	forms of reduction in force. (1975, 2014)	124
		125
		126
		127
		128
	† See <i>NEA Handbook</i> for the Policy Statement on Affirmative Action	129
	adopted by the 1997 Representative Assembly, which sets forth the Associa-	130
	tion's full position dealing with this subject.	

1 F-20. Mandated Training/Retraining	
2 The National Education Association believes that when	
3 a federal, state, or district mandate requires an education	
4 employee to meet new standards of employability and/or to be	
5 retrained, it is the responsibility of the mandating agency to	
6 provide release time for training, to compensate the employee at	
7 the employee's hourly rate of pay, and to provide for the cost of	
8 tuition, textbooks, and travel. (1988, 2005)	
9	
10 F-21. Protection of Education Employees	
11 The National Education Association believes that educa-	
12 tion employees must be safe in schools and that federal and	
13 state legislation protecting all education employees should be	
14 enacted. The Association also believes that affiliates, school	
15 districts and governing boards, law enforcement agencies,	
16 and courts should work cooperatively to ensure the strict	
17 enforcement of all laws within public schools and educational	
18 institutions.	
19 The Association further believes that all education employ-	
20 ees working with a student having a record of violent behavior	
21 or severe behavior problems should be immediately informed of	
22 the nature, extent, and duration of the student's record of violent	
23 acts/disruptive behaviors. Before student placement, these	
24 employees should also be provided with teaching strategies that	
25 may impact the student's learning style and a plan for behavior	
26 management and modification.	
27 The Association believes that when education employees are	
28 the victims of physical attack, verbal abuse, theft, vandalism,	
29 or harassment due to gender, sexual orientation and gender	
30 identity, or other causes, they should receive the full support of	
31 their employer in pursuing legal and other remedies, as well as	
32 receiving reimbursement for their personal and property loss.	
33 Time lost due to injuries from attacks should not be deducted	
34 from accumulated sick leave or personal leave.	
35 The Association also believes that education employees must	
36 have the right to review and provide documentation to, as well	
37 as the right to participate—with association representation—in	
38 the student discipline hearing.	
39 The Association further believes that education employees	
40 have the right to refuse continued placement of the student in	
41 their school related settings when the safety of other students or	
42 education employees is in question. (1970, 2009)	
43	
44 F-22. Personnel Policies and Procedures	
45 The National Education Association believes that personnel	
46 policies and procedures should be written and developed coop-	
47 eratively by local affiliates and their local boards of education or	
48 appropriate governing bodies. The Association also believes in	
49 a cooperative review for improvement of the personnel policies	
50 and procedures. Where it exists, improvements will be made	
51 through the negotiation/problem-solving process. (1969, 2014)	
52	
53 F-23. Site-Based Decision Making	
54 The National Education Association supports site-based	
55 decision-making processes that are based on contractual/formal	
56 agreements between districts and local affiliates. The Associa-	
57 tion believes that the scope of local site-based decision making	
58 should be limited only by the contractual/formal agreement.	
59 The Association also believes that such agreements must	
60 include the following elements:	
61 a. Voluntary participation by local sites	
62 b. A district-association structure for processing conflict	
63 resolution	
64 c. An agreement on the scope of decision-making	
65 authority available to sites	
d. Decision-making bodies composed of a majority of	66
nonmanagement education employees with all members	67
selected by the constituency represented	68
e. Compensated planning and training time for staff	69
and governance bodies as well as additional resources	70
necessary for successful implementation	71
f. Compensation and/or release time for participating staff	72
members. (1990, 1999)	73
	74
F-24. Faculty-Staff Governance in Higher	75
Education	76
The National Education Association believes that faculty	77
and staff in higher education should participate in the gover-	78
nance of their educational institutions. Higher education faculty	79
should have primary responsibility for determining curricula,	80
methods of instruction, and subject matter; establishing require-	81
ments for earning degrees and certificates; reviewing insti-	82
tutional budgets; and making recommendations on financial	83
issues that impact academic programs.	84
Where appropriate, faculty and staff should participate in	85
the selection and evaluation process and determine the status	86
of colleagues and administrators, especially appointments,	87
reappointments, and tenure.	88
The Association also believes it is the primary responsibility	89
of faculty and staff, where appropriate, to establish procedures	90
relative to promotions, sabbaticals, and research support.	91
The Association further believes that collective bargaining	92
provides an additional method of institutional governance.	93
Faculty and staff should determine policies and procedures	94
to govern salary structure, pay increases, benefit programs,	95
calendar, and working conditions. (1994, 2006)	96
	97
F-25. Job Sharing	98
The National Education Association supports the concept	99
of voluntary job sharing as a means of providing a flexible	100
employment opportunity to help meet the varying needs of	101
education employees. The Association believes that there must	102
be fair and equitable distribution of work between both job	103
sharers in terms of the total number of hours of work and the	104
work load.	105
The Association asserts that job sharing conditions of	106
work must be subject to collective bargaining and that they	107
require the following minimum conditions for successful	108
implementation:	109
a. Prorated application of the salary schedule with full	110
recognition of years of experience	111
b. An equitable share of all benefits	112
c. An agency shop provision	113
d. The right to revert to full-time status	114
e. No loss of rights gained through tenure/seniority	115
f. Equitable credit toward seniority/retirement. (1981, 2006)	116
	117
F-26. Intern Programs	118
The National Education Association believes that intern	119
programs should be utilized solely for the development of	120
professional expertise and not as a means of reducing budgets	121
and/or supplanting or reducing the number of education	122
employee positions. The Association also believes that interns	123
who are employed by school districts should be included in	124
local bargaining units. (1977, 1999)	125
	126
F-27. Student Workers in Educational Institutions	127
The National Education Association recognizes the impor-	128
tance of providing employment opportunities for students in	129
educational institutions. The Association supports the hiring of	130

1	permanent education employees as opposed to reducing their	66
2	number through employment of students. (1992, 2014)	67
3		68
4	F-28. Education Support Professionals in the	69
5	Classroom	70
6	The National Education Association believes that classroom	71
7	teachers should be provided with support staff to assist in	72
8	the educational process. The education support professionals	73
9	should assist the classroom teacher, not displace the teacher,	74
10	and should have a written job description that defines their	75
11	duties and includes meaningful professional development.	76
12	The Association believes that the employment of education	77
13	support professionals should not be a rationale for increasing	78
14	class size. (1969, 2015)	79
15		80
16	F-29. Summer School Alternative Calendars,	81
17	Extended School Day/Year, and Year-Round	82
18	Schools	83
19	The National Education Association believes that local	84
20	affiliates must participate fully in the design, authorization,	85
21	implementation, evaluation, and continuation of summer school,	86
22	alternative calendars, extended school day/year, and year-round	87
23	school programs. Policies governing these programs must take	88
24	into consideration the impact on the community and be in	89
25	accordance with the Association's principles for professional	90
26	salaries and class size. These programs must be staffed by	91
27	properly certificated/licensed employees. Employment in these	92
28	programs must be on a voluntary basis. (1975, 2008)	93
29		94
30	PROTECTION OF EDUCATION EMPLOYEES	95
31		96
32	F-30. Education Employees Injured on the Job	97
33	The National Education Association believes that the legal	98
34	rights of education employees injured on the job must be	99
35	protected.	100
36	The Association encourages its affiliates to protect the rights	101
37	of injured members and provide access to information regard-	102
38	ing employment-related injuries. (2000, 2016)	103
39		104
40	F-31. Unemployment/Disability Compensation	105
41	The National Education Association supports the inclu-	106
42	sion of education employees in unemployment and disability	107
43	compensation legislation at the state and federal levels. (1972,	108
44	1986)	109
45		110
46	F-32. Subcontracting/Contracting Out	111
47	The National Education Association believes that public	112
48	school employees should perform public school services. When	113
49	public schools are unable to provide services, subcontracting/	114
50	contracting out arrangements should not—	115
51	a. Transfer or displace education employees	116
52	b. Replace full-time positions with temporary, part-time,	117
53	or volunteer workers	118
54	c. Replace services that are, or could feasibly be, provided	119
55	by public education employees	120
56	d. Abrogate previously contracted benefits, reduce	121
57	compensation, deny benefits, and/or reduce or eliminate	122
58	accumulated retirement experience and benefits	123
59	e. Be implemented without agreement from the affected	124
60	affiliate.	125
61	Where subcontracting exists, the Association believes that	126
62	all personnel who are employed through the subcontractor to	127
63	work in the school district or educational institution must meet	128
64	the highest standards of accountability. The subcontractor must	129
65	conduct background checks prior to allowing employees to	130
	work in the school district or educational institution and submit	66
	validation of its findings to the school district or educational	67
	institution and must provide continuing evaluation and supervi-	68
	sion of these employees. The Association insists that such	69
	criminal background checks must provide that—	70
	a. Information collected will not be released to boards	71
	of education in a form other than a statement of	72
	qualification but be kept by the investigating state or	73
	national agency	74
	b. Every employee or potential employee has a right to due	75
	process and access to records	76
	c. Clear, specific, observable, and objective evidence of	77
	rehabilitation for past offenses is included	78
	d. Any fee for background checks shall not be borne by	79
	the employee or potential employee. (1977, 2016)	80
		81
	F-33. Confidentiality of Employee Records	82
	The National Education Association believes that all	83
	employee records are privileged information and must remain	84
	confidential. In order to maintain confidentiality, the rights of	85
	education employees must include—	86
	a. A guarantee that only one personnel file exists	87
	b. Access to materials in personnel files, including a list of	88
	all electronic and hard copy records maintained by an	89
	educational institution	90
	c. The authority to inspect, review, and obtain copies of	91
	such records, explanations and interpretations of such	92
	records, and a record of past access	93
	d. Written notification within 10 working days of any	94
	placement of materials in the employee's personnel file	95
	e. An opportunity to respond to and challenge any	96
	materials and purge those that are inaccurate,	97
	misleading, and distorted	98
	f. A provision to consent to or deny release of such	99
	records, including the right to receive copies of released	100
	materials.	101
	The Association also believes that any ancillary records	102
	(as required by the Health Insurance Portability and Account-	103
	ability Act or HIPAA), such as medical and legal records, with	104
	which the educational institution may come in contact, are	105
	to be treated as privileged information and must also remain	106
	confidential.	107
	The Association further believes that it is the duty of the	108
	educational institution to inform employees of these rights and	109
	to enforce these rights. (1975, 2015)	110
		111
	F-34. Right to Privacy for Education Employees	112
	The National Education Association believes that education	113
	employees must be guaranteed the rights of privacy. These	114
	rights must include—	115
	a. Freedom from audio or video surveillance without the	116
	prior written permission of the individual	117
	b. Freedom from harassment by individuals,	118
	organizations, or businesses due to unauthorized release	119
	or sale of employee records	120
	c. Protection from exploitation via phone and electronic	121
	media	122
	d. Computer access in a private and secure setting	123
	e. Security of computer files, passwords, and user codes	124
	from inappropriate or unauthorized access	125
	f. Authority to refuse a polygraph, lie detector, or other	126
	invasive method of evidence collection.	127
	The Association also believes that fingerprinting is accept-	128
	able only for the purpose of a pre-employment or pre-licensure	129
	check for criminal records that are pertinent to education	130

1	employment. The Association opposes fingerprinting as a condition of continued employment or licensure. The Association further believes that all costs of fingerprinting must be borne by the employer or licensing agency. (1999, 2016)	
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6	F-35. Privileged Communications	
7	The National Education Association believes that communications between all education employees and students must be legally privileged with the exception of items covered under HIPAA laws and/or state reporting laws. The Association also believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both education employees and students. (1974, 2015)	
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17	F-36. Protection of Education Employee Advocates	
18	The National Education Association believes that education employees have the right to organize and to serve as advocates for education employees, students, and parents/guardians. The Association also believes that every member has the right and obligation to participate in the Association without fear, intimidation, or retribution.	
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25	The Association further believes that governing boards, administrators, and public officials must respect education employees and their right to exercise constitutional guarantees and condemns those who attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership in education employee organizations or for questioning apparent violations of their terms of employment.	
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32	The Association believes that school board policies should allow the provision of release time without loss of pay for those who are fulfilling leadership responsibilities, attending meetings, appearing in court in their roles as advocates, or participating in other Association activities. The Association also believes affiliates should be allowed uncensored and unencumbered use of school property for conducting Association business. (1976, 2015)	
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41	F-37. Protection of Education and Other Public Employees from Workplace Bullying	
42	The National Education Association believes that education employees should be protected from workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The Association encourages its affiliates to work with school districts and institutions of higher education to discipline any education employee, student, parent, guardian, or volunteer who engages in any form of workplace bullying.	
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51	Workplace bullying can include, but is not limited to—	
52	a. Systematic aggressive communication	
53	b. Manipulation of work assignments	
54	c. Repeated, health-harming mistreatment	
55	d. Verbal abuse	
56	e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging	
57		
58	f. Abuse via social media and/or the Internet. (2011, 2017)	
59		
60	F-38. Protection of Education and Other Public Employees from Age Harassment	
61	The National Education Association believes that education employees should be protected from age harassment. The Association encourages its affiliates to work with local school districts and institutions of higher education to—	
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63		
64		
65		
	a. Establish strong policies that empower education employees to make their own decisions regarding continued employment and retirement	66 67 68
	b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat age harassment	69 70 71
	c. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of age harassment, resolves complaints promptly, and protects the rights of all parties. (1989, 2017)	72 73 74 75 76
	F-39. Protection of Education and Other Public Employees from Disability Harassment	77 78
	The National Education Association believes that education employees should be protected from all forms of harassment due to a visible or invisible disability. The Association encourages its affiliates to work with school districts and institutions of higher education to—	79 80 81 82 83
	a. Establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act (ADA) and provide all necessary accommodation for full participation in all employment responsibilities	84 85 86 87
	b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat disability harassment	88 89 90
	c. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of disability harassment, resolves complaints promptly, and protects the rights of all parties	91 92 93 94
	d. Provide information regarding services available to protect individuals whose employers are not in compliance with ADA. (2005, 2017)	95 96 97 98
	F-40. Protection of Education and Other Public Employees from Gender Identity, Gender Expression, and Sexual Orientation Harassment	99 100 101
	The National Education Association believes that education and other public employees, including transgender and transitioning individuals, should be protected from all forms of harassment on the basis of gender identity, gender expression, or sexual orientation.	102 103 104 105 106
	The Association encourages its affiliates to work with school districts and higher education institutions to:	107 108
	a. Establish procedures and educational programs to address and prevent such harassment.	109
	b. Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of such harassment, resolves complaints promptly, and protects the rights of all parties. (2021)	110 111 112 113 114 115
	F-41. Employee Rights Pending Court Action	116
	The National Education Association believes that when criminal charges or civil lawsuits are filed against an education employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security. Contract provisions should provide procedures to be followed until final disposition of the case. (1984, 1999)	117 118 119 120 121 122 123 124 125
	F-42. Allegations Against Education Employees	126
	The National Education Association believes education employees should be protected from allegations of child abuse made in bad faith.	127 128 129 130

1	Any such allegation should be investigated and resolved	
2	immediately without name disclosure.	
3	Counseling from an outside community agency should be	
4	provided for any accused education employee without presump-	
5	tion of guilt. Employees found innocent should have access to	
6	additional counseling.	
7	The Association also believes in due process for all educa-	
8	tion employees. False or unfounded accusations should be	
9	expunged from all records. Job status and all rights and benefits	
10	to education employees acquitted of child abuse charges should	
11	be restored. Consequences should be limited to individuals	
12	found guilty.	
13	All members should be knowledgeable of current practices	
14	in dealing with such allegations. (1989, 2015)	
15		
16	F-43. Health Examinations	
17	The National Education Association opposes the imposition	
18	of physical and mental examinations by governing boards for	
19	the purpose of harassment of education employees.	
20	Physical and mental examinations of education employees	
21	should be required only when there is probable cause. Results	
22	of such examinations shall be subject to medical confidentiality,	
23	and the education employee shall be informed of all results.	
24	The Association believes that health-related informa-	
25	tion must not be released without the written consent of the	
26	employee. The employee must have the right to examine and, if	
27	needed, correct their medical records.	
28	The Association also believes that the cost of any required	
29	physical or mental diagnostic procedure should be incurred	
30	by the agency that requires such procedure and that education	
31	employees should be guaranteed the right to select their own	
32	physician. (1977, 2017)	
33		
34	F-44. Drug or Alcohol Testing	
35	The National Education Association believes in a drug- and	
36	alcohol-free workplace. However, the Association believes that	
37	mandatory and/or random drug or alcohol testing of employees	
38	and job applicants is an unwarranted and unconstitutional	
39	invasion of privacy and opposes such testing. (1987, 2017)	
40		
41	F-45. HIV/AIDS Testing of Education Employees	
42	The National Education Association opposes manda-	
43	tory/involuntary human immunodeficiency virus/acquired	
44	immunodeficiency syndrome (HIV/AIDS) testing of education	
45	employees or education employment applicants. The Associa-	
46	tion also affirms that the current ban on blood donations from	
47	individuals solely based on a history of same-gender sexual	
48	activity should be lifted. (1987, 2016)	
49		
50	F-46. Employees with HIV/AIDS	
51	The National Education Association believes that education	
52	employees shall not be fired, non-renewed, suspended (with	
53	or without pay), transferred, or subjected to any other adverse	
54	employment action solely because they have tested positive for	
55	the human immunodeficiency virus/acquired immunodeficiency	
56	syndrome (HIV/AIDS) antibody or have been diagnosed as	
57	having HIV/AIDS. (1987, 2017)	
58		
59	F-47. Hepatitis Vaccinations	
60	The National Education Association believes that governing	
61	boards should provide free hepatitis vaccinations to all employ-	
62	ees choosing to be or required to be vaccinated. (1995, 2002)	
63		
64		
65		
	F-48. Health Care Issues Awareness	66
	The National Education Association supports health care	67
	issues awareness programs designed to help those coping with	68
	catastrophic illnesses. The Association also supports efforts to	69
	educate students, education employees, and the general public	70
	about such programs and about the benefits of blood, organ, and	71
	tissue donation. (1995, 2002)	72
		73
	F-49. Color Vision Deficient Employees	74
	The National Education Association believes that the needs	75
	of all employees, including color vision deficient employees,	76
	must be met. All educational materials that use color coding for	77
	referencing information should be accompanied by an alternate	78
	method of identifying these items of information such as	79
	numbering or labeling the names of each color. (2004, 2005)	80
		81
	F-50. Stress Management and Wellness Programs	82
	The National Education Association believes that adverse	83
	and stressful classroom and school conditions have led to	84
	increased emotional and physical disabilities among education	85
	employees. The Association supports stress management and	86
	wellness programs that facilitate the recognition, prevention,	87
	and treatment of stress-related problems, risk of suicide, and	88
	promote physical fitness. Such programs should be evidence-	89
	based, and ensure confidentiality and treatment without	90
	personal jeopardy.	91
	The Association urges that the harmful effects of stress on	92
	education employees be recognized and demands procedures	93
	that will ensure confidentiality and treatment without personal	94
	jeopardy.	95
	The Association also supports employee assistance pro-	96
	grams (EAPs) as a voluntary resource that would assist educa-	97
	tion employees who are experiencing significant professional	98
	or personal problems by providing confidential, professional	99
	counseling leading to improved health and job effectiveness.	100
	(1979, 2014)	101
		102
	F-51. Workplace Accommodations for Lactating	103
	Employees	104
	The National Education Association believes that all	105
	workplaces must provide lactating employees with safe, clean,	106
	comfortable, appropriate, and private facilities to express breast	107
	milk. The Association also believes that employers must work	108
	with such employees to provide reasonable accommodations	109
	within their workday to express breast milk. (2021)	110
		111
	F-52. Medication and Medical Services in Schools	112
	The National Education Association believes that procedures	113
	should be established for students who must use prescribed	114
	medication or who need other medical services during school	115
	hours. The Association also believes that education employees	116
	must be notified of students with life threatening illnesses/con-	117
	ditions. Education employees must be trained to recognize the	118
	signs and symptoms of imminent life-threatening conditions.	119
	The Association further believes established procedures should	120
	provide that—	121
	a. Only licensed medical personnel, properly trained by	122
	the district, are required to administer such medication	123
	or perform such medical services	124
	b. A physician’s written verification of the student’s need	125
	for medication or services is required	126
	c. A parent or guardian must provide written permission	127
	for the administration of non-emergency medication or	128
	medical services	129
		130

1	d.	The initial dosage of medication is not given in the school except in life-threatening situations; initial dosage is the first dosage administered from the prescription	66
2			67
3			68
4			69
5	e.	Each medication given is recorded on a medication log that includes date, time, and signature of the person giving the medication	70
6			71
7			72
8	f.	Medication is delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use	73
9			74
10			75
11	g.	Proper storage for the medication is available	76
12			77
13	h.	A plan is in place to address medical concerns when licensed medical personnel are unavailable.	78
14			79
15		The Association believes that education employees who are not licensed medical personnel should be protected from all liability if they are required to administer medication or perform medical services. The Association also believes that such education employees should have the right to refuse to administer medication or perform medical services without fear of repercussion. (1977, 2018)	80
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23		F-53. School Nurses	88
24		The National Education Association urges its affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification, inclusion in collective bargaining agreements, and achievement of an appropriate school nurse-to-student ratio. Each site must have at least one school nurse to every 750 students, with appropriate adjustments to safely accommodate students with special health needs and chronic illnesses.	89
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32		The Association believes that professional development programs should be available to all licensed/certified school nurses to augment their skills in delivering health care services and in dealing with students with disabilities. (1980, 2006)	97
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36			101
37		F-54. Education Employee Liability	102
38		The National Education Association believes that educational institutions should—	103
39			104
40	a.	Hold harmless and provide legal liability protection for education employees when following district directives and adhering to procedures regarding student interactions, interventions, violent situations, emergencies, or when their duties include physical assistance to students	105
41			106
42			107
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46	b.	Pay all costs—including attorneys’ fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties	111
47			112
48			113
49			114
50			115
51	c.	Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.	116
52			117
53			118
54			119
55			120
56		The Association recommends that educational institutions attempt to secure appropriate insurance to provide the aforesaid payment and reimbursement. (1976, 2019)	121
57			122
58			123
59			124
60		F-55. Protection of Individuals in Clinical Practice Programs	125
61			126
62		The National Education Association believes that individuals participating in clinical practice programs should be provided with legal status and liability protection by the appropriate teacher preparation institution.	127
63			128
64			129
65			130
		The Association also believes that higher education institutions and cooperating school districts should supply any and all instructional materials that student teachers would require during their student teaching terms. Students who are implicitly or explicitly discouraged from outside employment during their clinical practice experiences should be provided financial assistance or tuition waivers by the appropriate teacher preparation institution.	66
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		The Association encourages its affiliates to work with school districts and other appropriate bodies to formulate standards for clinical practice programs. Supervising or cooperating teachers in a clinical practice program should have reduced teaching loads and be given a minimum established compensation. Acceptance of student teachers, interns, or residents by preK through 12 classroom practitioners should be voluntary.	74
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		The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession. Teacher preparation programs should offer alternative placements for individuals in those programs in the event of a strike or other work stoppage. (1970, 1999)	81
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		F-56. Transportation Liability Insurance	88
		The National Education Association believes public education institutions should provide and incur the expense of transportation liability insurance for education employees who are requested or required to transport students by private vehicle for any school-related function. (1978, 2015)	89
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		F-57. Part-Time or Temporary Education Employees	95
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		The National Education Association believes that the increased use or abuse of part-time education employees threatens the academic integrity of public education institutions.	97
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		The Association also believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among full-time education employees and when the need for such training and expertise warrants less than full-time employment.	100
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		The Association further believes that part-time education employees should receive the same salary and benefits as full-time education employees at least prorated according to workload. Part-time education employees should have the same opportunities to participate in collective bargaining, training, service on committees, and setting the academic direction of the educational institution.	106
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		The Association deplores the practice of employing part-time or temporary employees for the purpose of reducing institutional budgets, reducing the number of full-time education employee positions, or avoiding the maintenance of an increase in the number of tenure-track positions. (1976, 2017)	113
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		F-58. Volunteers in Public Schools	119
			120
		The National Education Association believes that parents/guardians and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality educational programs for children. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by state statutes. The screening should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex offenders. Training should include, but not be limited to, the development of age-appropriate activities and sensitivity to diversity issues.	121
			122
			123
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1	The Association also believes that education employees	66
2	should be involved in the decision-making process regarding	67
3	the utilization of volunteers within local school systems.	68
4	The Association deplors the practice of using volunteer	69
5	workers for the purposes of reducing instructional budgets or	70
6	the number of full- or part-time education employee positions	71
7	within a local school system. (1998, 2000)	72
8		73
9	F-59. Substitute Teachers	74
10	The National Education Association believes in the impor-	75
11	tance of employing professional educators to fulfill the critical	76
12	role of substitute teachers. The Association also believes that	77
13	substitute teachers perform a vital function in the maintenance	78
14	and continuity of daily education.	79
15	In order to achieve and maintain the highest standards of	80
16	student learning and professional practice, and to ensure quality	81
17	instruction in every classroom every day, the Association	82
18	further believes that substitute teachers must—	83
19	a. Meet the same standards as other licensed teachers	84
20	within the state	85
21	b. Receive professional compensation and benefits	86
22	c. Receive appropriate and ongoing professional	87
23	development	88
24	d. Be provided with materials and information appropriate	89
25	to the position in which they are substituting, including	90
26	any special needs of the students	91
27	e. Be entitled to representation and support by local, state,	92
28	and national affiliates in collective bargaining	93
29	f. Be provided classroom and/or office keys in order to	94
30	allow the “lock down” of a room in the event of an	95
31	emergency.	96
32	The Association condemns the practice of assigning	97
33	substitute teachers to regular positions for an extended duration	98
34	of time. Positions created by extended absence should be filled	99
35	by available licensed teachers who are eligible to be placed on	100
36	contractual status by the school district.	101
37	The Association opposes the practice of replacing absent	102
38	teachers by dispersing students to other classrooms. The	103
39	Association also opposes the use of individuals such as educa-	104
40	tion support professionals, part-time employees, or employees	105
41	hired through private agencies to cover classes. The Associa-	106
42	tion further opposes requiring teachers to substitute during	107
43	their preparation time, or in place of their regular teaching	108
44	assignment.	109
45	The Association believes that school districts must provide	110
46	full compensation for licensed teachers who substitute for	111
47	personnel on extended leave. (1975, 2018)	112
48		113
49	F-60. Substitute Education Support Professionals	114
50	The National Education Association recognizes the	115
51	importance of substitute education support professionals in the	116
52	maintenance and continuity of daily operations. The Associa-	117
53	tion believes that education support substitutes must meet the	118
54	same standards as the employees for whom they substitute.	119
55	The Association supports the right of substitute employees	120
56	to organize for collective bargaining purposes. The Associa-	121
57	tion also supports the practice of providing schedule pay plus	122
58	benefits for education support professionals substituting for	123
59	permanent education support professionals on extended leave.	124
60	(1992, 2017)	125
61		126
62	F-61. Education Employees and Active Duty	127
63	Service	128
64	The National Education Association believes that an educa-	129
65	tion employee whose career is interrupted by a call to active	130
	duty service by the National Guard or the reserves should be	66
	guaranteed reemployment and all benefits that would accrue	67
	if the employee had continued in a position with the school	68
	system.	69
	The Association also believes that the federal government,	70
	upon calling an educator to active duty, should supplement	71
	employee compensation so families do not experience a loss of	72
	revenue or benefits. (1975, 2005)	73
		74
	F-62. Employment in Federal Schools	75
	The National Education Association believes that the	76
	federal schools should adopt employment practices consistent	77
	with federal legislation and with the Association’s established	78
	policies.	79
	The Association also believes that equal rights, benefits, and	80
	entitlements should be accorded to all education employees who	81
	are employed in federal schools.	82
	The Association urges governing bodies of federal schools	83
	to develop policies that ensure a minimum of 120 days notifica-	84
	tion of military installation and federal school closures. The	85
	Association also urges that personnel affected by these closures	86
	be provided support by the employer during this transition	87
	period. (1971, 1999)	88
		89
	F-63. Education in Correctional and Rehabilitation	90
	Agencies	91
	The National Education Association believes that legislative	92
	and professional support should be given to members who	93
	teach in federal, state, and local correctional and rehabilita-	94
	tion institutions, hospitals, and other custodial agencies. The	95
	Association supports improving the standards of instruction	96
	in these institutions, which includes providing appropriately	97
	certified education professionals to carry out plans for students	98
	with individualized education programs (IEPs) or 504 plans.	99
	The Association also believes that the rights of individuals	100
	who are protected under the provisions of the Individuals with	101
	Disabilities Education Act and Americans with Disabilities Act	102
	must be preserved. (1973, 2007)	103
		104
	RETIREMENT/SOCIAL SECURITY	105
		106
	F-64. Defined Benefit Retirement Plans	107
	The National Education Association believes that retire-	108
	ment security for education employees can be assured only by	109
	participation in a defined benefit retirement plan from a state or	110
	local retirement system. Such plans must be funded in a manner	111
	that guarantees their adequate long-term stability.	112
	The Association also believes that defined contribution plans	113
	are appropriate only when they supplement defined benefit	114
	retirement plans. (1969, 2018)	115
		116
	F-65. Funding of Retirement Plans	117
	The National Education Association believes that pension	118
	funding should include the following principles:	119
	a. When actuarial liabilities exceed actuarial assets,	120
	the state and/or employer must make the necessary	121
	additional contributions to amortize the unfunded	122
	liability in no more than 30 years.	123
	b. When actuarial assets exceed actuarial liabilities, the	124
	state and/or employer should not reduce the rate of	125
	contributions below the normal cost of the plan.	126
	c. Employee contributions, if any, should be made on	127
	a pre-tax basis and be a percentage of total salary	128
	not to exceed the amount contributed by employers.	129
		130

1	The employer may pay part or all of the employee contribution.	66
2		67
3	d. Credit for all wages and salary must be included in all retirement benefit calculations. (1969, 2018)	68
4		69
5		70
6	F-66. Participation into Retirement Systems	71
7	The National Education Association believes that contribu-	72
8	tions to retirement plans should minimally include—	73
9	a. Full vesting in no more than five years	74
10	b. An initial benefit constituting a replacement income	75
11	of 50 percent of the single highest year's salary from	76
12	all sources after 20 years of creditable service and 75	77
13	percent after 30 years of creditable service; this benefit	78
14	calculation equates to a basic benefit formula multiplier	79
15	of two-and-a-half percent for all creditable years of	80
16	service	81
17	c. Benefits based upon unisex mortality tables	82
18	d. Automatic pre-funded full cost-of-living pension	83
19	increases for retirees and beneficiaries	84
20	e. Normal retirement eligibility, including health benefits,	85
21	with 25 creditable years of service or at age 55 if fully	86
22	vested.	87
23	The Association also believes that—	88
24	a. Contributions made by both employees and employers	89
25	to the pension plan should be tax deferred and not	90
26	subject to federal or state income taxes	91
27	b. Benefits paid should not be offset due to eligibility in	92
28	multiple retirement programs	93
29	c. Contributions from both employees and employers	94
30	should be remitted in a timely fashion in accordance	95
31	with state statutes	96
32	d. Districts and charter schools should make biannual	97
33	summary reports of retirement contribution	98
34	remittances. (1969, 2018)	99
35		100
36	F-67. Characteristics of Retirement Plans	101
37	The National Education Association believes that all quali-	102
38	fied retirement plans should contain a nondiscrimination clause	103
39	and that retirement benefit plans should minimally include—	104
40	a. No provisions in core plans to reduce benefits because	105
41	of the existence of any annuity or retirement benefit	106
42	source including Social Security; supplemental	107
43	retirement plans designed to provide a leveling benefit	108
44	must assure a level lifetime replacement income that	109
45	significantly augments existing benefits for all members	110
46	over time	111
47	b. Benefits that comply with nondiscriminatory Internal	112
48	Revenue Service (IRS) rules and regulations	113
49	c. Joint survivor benefits that are equally available for	114
50	spouses and domestic partners; joint survivor benefits	115
51	for any other person that are available based upon IRS	116
52	guidelines	117
53	d. Disability or death benefits that are equally available for	118
54	spouses, dependents, and domestic partners	119
55	e. Provisions that define a full year of creditable service	120
56	based upon working 80 percent or more of the contract	121
57	year or 80 percent or more of the hours constituting	122
58	a full year; partial year credit that is earned on a	123
59	pro-rated basis for any service less than the minimum	124
60	required to obtain a full year of creditable service	125
61	f. Provisions for the option of allowing unused sick	126
62	leave and other end-of-service payments to be used for	127
63	retirement credit	128
64	g. Provisions permitting the purchase of service credit	129
65	earned while a member of another retirement system	130
	including any other public school district, Department	66
	of Defense Education Activity (DoDEA) schools or	67
	while in the Peace Corps, Volunteers in Service to	68
	America (VISTA), or military service	69
	h. Provisions permitting the purchase of service credit for	70
	sabbatical leaves, maternity/paternity/adoption leaves,	71
	and all leave provided by the Family Medical Leave	72
	Act (FMLA) where credit is not automatically given,	73
	and any other approved leaves of absence; members	74
	affected by any forced leave provisions or separation	75
	of service provisions that are unlawful under current	76
	law should be permitted to purchase service credit for	77
	those periods of leave or separations at any time prior to	78
	retirement at the lowest plan rate	79
	i. Provisions for, upon termination of employment, the	80
	portability to other qualified pension plans for the full	81
	actuarial value of retirement credits earned	82
	j. Disability retirement for a service-connected disability	83
	available to education employees from the first day	84
	of employment; non-service connected disability	85
	retirement shall be available for fully vested members;	86
	the benefit formula for disability retirement should yield	87
	benefits comparable to normal retirement benefits	88
	k. Provisions for any tax-sheltered annuity and deferred	89
	compensation plans that have actuarial tables that do	90
	not discriminate on the basis of race, gender, or national	91
	origin	92
	l. Provisions for health benefits for retirees, their spouses,	93
	domestic partners, and dependents that include a fully-	94
	paid comprehensive health insurance plan regardless	95
	of Medicare eligibility; these benefits should be at least	96
	equal to those offered to full-time employees; those	97
	eligible for Medicare should be covered by a fully-paid	98
	comprehensive Medicare supplement insurance benefit	99
	that along with Medicare equals the benefits provided	100
	to full-time employees. (1969, 2021)	101
		102
	F-68. Investment of Retirement System Assets	103
	and Protection of Earned Benefits	104
	The National Education Association believes that retirement	105
	system assets can be invested in any type of investment that	106
	plays an appropriate role in achieving risk and return objectives	107
	reasonably suited to the retirement program. In the investment	108
	and management of retirement systems assets, and in a manner	109
	consistent with their fiduciary responsibilities and all applicable	110
	federal, state, and local statutes, trustees should, among other	111
	circumstances, consider—	112
	a. General economic conditions	113
	b. The possible effect of inflation or deflation	114
	c. The role that each investment or course of action plays	115
	within the overall portfolio of the retirement program	116
	d. The expected total return from income and appreciation	117
	of capital	118
	e. Needs for liquidity, regularity of income, and	119
	preservation or appreciation of capital	120
	f. The adequacy of funding for defined benefit plans based	121
	on reasonable actuarial factors	122
	g. Protection of the long-term employment interests and	123
	opportunities of participants in the plan	124
	h. Encouraging investments in corporations whose	125
	policies or expenditures of funds do not undermine	126
	child welfare and/or public education, when those	127
	investments provide equivalent benefits to retirement	128
	system members.	129
		130

1	The Association also believes that the assets of retirement	interests of the participants and beneficiaries of the retirement	66
2	systems in which public education employees participate	systems and those of the united education profession and by	67
3	should be managed and invested for the sole and exclusive	electing members or representatives who support public educa-	68
4	benefit of the participants and beneficiaries of those systems.	tion to corporate boards. The Association further believes that	69
5	Expenditures from a system trust fund should only be made for	the boards of trustees of public employee retirement systems	70
6	the benefit of trust beneficiaries and for the reasonable expenses	should coordinate their voting in companies in which they have	71
7	of administering the system. All retirement benefits earned by	a mutual interest.	72
8	education employees should, under the law, be payable to such	The Association believes that boards of trustees should—	73
9	employees. Existing retirement benefits should be maintained	a. Consist of Active and Retired members who are	74
10	or improved. No person participating in a retirement system	all elected by and from their plan's respective	75
11	should be required to accept any reduction in benefits below	memberships; the total number of active and retired	76
12	those in force at any time during the period of membership. The	member trustees should constitute a majority of the	77
13	retirement benefits are earned, and therefore, inviolate.	board. Additionally, the Association believes that	78
14	The Association is aware of incursions on retirement system	the composition of pension boards should reflect the	79
15	assets by state and municipal governments. Such incursions	diversity of the members they serve	80
16	include misuse of assets, manipulation of pension assumptions,	b. Administer the plan with the highest level of fiscal	81
17	arbitrary and deleterious investment restrictions, failure to	integrity for the exclusive benefit of the beneficiaries of	82
18	appropriate required funds to the system, and failure to place	the system	83
19	employee contributions in trust. These practices reduce the	c. Have the duty and authority to oversee the	84
20	financial soundness of the system and jeopardize the security	administration of both benefits and investments	85
21	of education employee retirement benefits. Retirement systems	d. Subject to their fiduciary responsibilities, have all	86
22	can best be protected by the passage of state constitutional	the powers necessary to ensure their independence	87
23	protections against any diminution of plan assets that is not in	from the plan sponsor, including the power to obtain	88
24	the sole interest of plan participants and beneficiaries or, absent	by employment or contract the services necessary	89
25	such constitutional safeguards, by at least the passage of federal	to exercise the trustees' powers and perform the	90
26	and/or state legislation that provides for protections against any	trustees' duties, including actuarial, auditing, custodial,	91
27	diminution of plan assets that is not in the sole interest of plan	investment, and legal services	92
28	participants and beneficiaries.	e. Undertake periodic independent actuarial reviews and	93
29	The Association further believes that a retirement system	audits	94
30	should be exempt from federal regulations when its plan is in	f. Distribute an annual financial statement to all members	95
31	compliance with standards prescribed by federal, state, and	g. Ensure that counseling, education, and services are	96
32	local statutes. (1976, 2018)	available to all active and retired members	97
33		h. Recognize that they should identify and participate	98
34	F-69. Diversity in Asset Managers	in appropriate educational programs and initiatives in	99
35	The National Education Association believes that asset	order to acquire and maintain skills and expertise; these	100
36	managers should reflect the diversity of the membership whose	educational programs should be internally funded and	101
37	assets they service. (2021)	managed exclusively by the board of trustees	102
38		i. Protect the systems' stability by opposing any actions	103
39	F-70. Predatory Financial Instruments	that impair or jeopardize the guaranteed rights of plan	104
40	The National Education Association believes that all educa-	participants' benefits. (1976, 2021)	105
41	tors have the right to the full financial benefits they are due.		106
42	The Association opposes all predatory financial instruments	F-72. Social Security	107
43	that negatively impact the level of those benefits to their rightful	The National Education Association believes that Social	108
44	possessors or their beneficiaries, and should work to ensure that	Security is a social contract between the U.S. government and	109
45	its members are aware of companies or industries that use such	its citizens that must never be breached. The Association also	110
46	practices. (2019)	believes that Social Security benefits should be guaranteed	111
47		for all participants regardless of age, gender, or marital status.	112
48	F-71. Boards of Trustees	To better ensure retirement security, Social Security benefits	113
49	The National Education Association believes that boards	should not be integrated with other retirement benefits.	114
50	of trustees charged with the authority to invest and manage	The Association further believes that Social Security is	115
51	the assets of public employee retirement systems should adopt	a critical social insurance program and therefore initiatives	116
52	a statement of investment objectives and policies for each	should be undertaken that ensure its long-term solvency. These	117
53	retirement program that include—	measures should guarantee at least the current level of promised	118
54	a. The desired rate of return on assets overall	benefits that provide inflation-adjusted retirement benefits for	119
55	b. The desired rate of return and acceptable levels of risk	retirees, family survivors of deceased workers, and disabled	120
56	for each asset class	workers and their families.	121
57	c. Asset allocation goals	The Association opposes—	122
58	d. Guidelines for the delegation of authority	a. Any proposal to privatize Social Security	123
59	e. Information on the types of reports to be used to	b. Provisions and regulations that deprive public	124
60	evaluate performance.	employees of Social Security benefits	125
61	The Association also believes that the boards of trustees	c. Mandatory coverage of public employees under Social	126
62	of education employee retirement systems should make every	Security for employee groups that have declined	127
63	effort, consistent with their fiduciary obligations, to participate	coverage	128
64	in the decision-making process of corporations in which the	d. The present practice of taking back earned	129
65	systems hold stock by casting stockholder votes that benefit the	benefits from Social Security permitted through	130

1	the Government Pension Offset (GPO)/Windfall	
2	Elimination Provision (WEP) even if benefits are	
3	already being paid.	
4	The Association supports the availability of voluntary Social	
5	Security coverage to eligible school employee groups, where	
6	initiated by those groups, in states and localities in which public	
7	employees are not covered by Social Security. (1977, 2015)	
8		
9	F-73. Medicare	
10	The National Education Association believes that Medicare	
11	is a contract between the United States government and its	
12	citizens and that this commitment must not be breached.	
13	The Association also believes that benefits to recipients and	
14	payments to medical providers should be equitable and fair	
15	throughout the nation.	
16	The Association further believes that initiatives should be	
17	undertaken to ensure the long-term solvency of the Medicare	
18	system and to guarantee a level of health benefits that provides	
19	and ensures high quality, affordable, and comprehensive health	
20	care for all Medicare-eligible individuals. (1999, 2009)	
21		
22	G. SECURE PROFESSIONAL AUTONOMY	
23		
24	PROFESSIONAL STANDARDS, CERTIFICATION,	
25	LICENSURE	
26		
27	G-1. State Professional Standards Boards	
28	The National Education Association believes that the	
29	profession must govern itself. The Association also believes that	
30	each state should have a professional standards board, com-	
31	posed of a majority of practicing public school teachers. The	
32	Association further believes that all state professional standards	
33	boards should include a broad representation of groups that are	
34	licensed.	
35	Professional standards boards should have exclusive author-	
36	ity to license and to determine criteria for how a national cer-	
37	tificate will be recognized for professional educators. Further,	
38	these boards should have the exclusive authority to establish the	
39	standards regarding licensure, including procedures for suspen-	
40	sion and revocation. The Association opposes legislation that	
41	compromises the authority of state standards boards and urges	
42	the elimination of state statutes that conflict with this authority.	
43	The Association further believes that these boards must apply	
44	Council for the Accreditation of Educator Preparation (CAEP)	
45	standards as a minimum for granting, denying, or withdrawing	
46	the approval of teacher preparation programs. (1969, 2010)	
47		
48	G-2. National Board Certification	
49	The National Education Association supports voluntary	
50	national certification by which the profession grants recognition	
51	to an individual who has met qualifications specified by the pro-	
52	fession. The Association recognizes that this function is filled	
53	by the National Board for Professional Teaching Standards	
54	(NBPTS), which is composed of a majority of practicing public	
55	school teachers.	
56	The NBPTS establishes appropriate assessment procedures	
57	by which individuals demonstrate exemplary practice in	
58	pedagogy and in subject matter areas, issues certificates to all	
59	individuals who meet NBPTS-established standards, maintains	
60	a roster of those who have been certificated, and encourages	
61	reciprocity with state professional standards boards.	
62	The Association also supports the periodic evaluation of	
63	such certification procedures to ascertain whether cultural,	
64	economic, gender, racial, age, or other biases are perpetuated by	
65	the requirements for certification. (1987, 2017)	
	G-3. Licensure	66
	The National Education Association advocates rigorous	67
	quality teaching standards for entry into the teaching profes-	68
	sion. As established by professional standards boards, these	69
	quality teaching standards must include each of the following	70
	concepts:	71
	• High academic performance	72
	• Extensive clinical practice and field experience	73
	• Demonstrated knowledge of subject matter	74
	• Demonstrated knowledge of pedagogy, child	75
	development, and learning acquisition.	76
	Teacher licensure programs, including alternative routes,	77
	must be equal in rigor and focus, and based upon quality	78
	teaching standards in order to prepare candidates for the initial	79
	teaching license. The Association believes that all states should	80
	offer appropriate preK licensure.	81
	Assessments used to measure teacher skill, knowledge,	82
	and instructional competency must be valid and unbiased and	83
	should be included as one element of comprehensive assessment	84
	for completion of a teacher preparation program as well as for	85
	licensure into the profession.	86
	Multiple measures should be used to determine teaching	87
	readiness with evidence and feedback from university faculty	88
	and cooperating teachers as key factors.	89
	The Association opposes licensure processes that lower	90
	or eliminate any of the standards outlined above, including	91
	“testing-only” approaches to teacher licensure.	92
	The Association asserts that a teaching license should	93
	signify that an individual entering the teaching profession is	94
	competent to teach. A teaching license must be recognized	95
	as the primary requirement for employment in every preK,	96
	elementary, secondary, and adult education public and private	97
	school.	98
	The Association further asserts that:	99
	• Licenses should only be issued if an individual	100
	possesses the entry-level knowledge and skills required	101
	for teaching	102
	• Emergency licenses should not be issued	103
	• Assignments outside the teacher’s area of licensure	104
	should only be permitted with appropriate concurrent	105
	retraining supported by the local district.	106
	The Association urges the elimination of state statutes/	107
	regulations that require teachers to renew their licenses. Where	108
	such renewal continues to be required, it should be based on	109
	continued growth and professional development. Standardized	110
	literacy and basic skills tests to determine competency should	111
	not be used.	112
	Any nonrenewal, revocation, or significant change to the	113
	licensure of an education employee should follow procedural	114
	and substantive due process. Licensure should not be impacted	115
	solely by a nonrenewal or termination of specific employment.	116
	The Association supports regulations that would put	117
	professional educators, the majority of whom are licensed and	118
	practicing public school teachers, in state licensing agencies.	119
	The Association also supports the periodic evaluation of	120
	licensure procedures to ensure that cultural, economic, gender,	121
	racial, and age biases are not perpetuated by the requirements	122
	for licensure. (1985, 2017)	123
		124
	G-4. Other National Professional Certifications	125
	The National Education Association supports voluntary	126
	national certification for all educators from professional organi-	127
	zations that establish appropriate assessment and qualification	128
	standards. (2010, 2019)	129
		130

1	H-8. Economic Fairness in a Democracy		66
2	The National Education Association believes that basic	While the Association believes in historic preservation, the	67
3	economic fairness is vital for a fully functioning democracy.	Association believes monuments that celebrate the Confederacy	68
4	The Association also believes that measures such as progres-	and other forms of white supremacy should be removed. (1990,	69
5	sive taxation, estate taxes, a higher minimum wage, affordable	2021)	70
6	higher education, and a strong social safety net are appropri-	I. PROMOTE AND PROTECT HUMAN AND	71
7	ate tools to reduce extreme income inequality and improve	CIVIL RIGHTS	72
8	economic fairness. (2016)		73
9		INTERNATIONAL RIGHTS	74
10	H-9. National Health Care Policy		75
11	The National Education Association believes that affordable,	I-1. Peace and International Relations	76
12	comprehensive health care, including prescription drug cover-	The National Education Association recognizes the interde-	77
13	age, is the right of every resident.	pendence of all people. The Association believes in the ideals	78
14	The Association supports the adoption of a single-payer	of peace, freedom, and human dignity based upon respect for	79
15	health care plan in the United States, its territories, and the	the individual and cultural diversity.	80
16	Commonwealth of Puerto Rico. Until a single-payer health care	The Association supports the U.S. Institute of Peace, which	81
17	plan is adopted, Congress should make no cuts in Medicare/	provides publications, information, programs, training, and	82
18	Medicaid funding or benefit levels. (1978, 2015)	research data in developing peacemaking and conflict resolu-	83
19		tion skills.	84
20	H-10. Statehood for the District of Columbia	The Association urges all nations to develop treaties and	85
21	The National Education Association affirms that all citizens	disarmament agreements that reduce the possibility of war,	86
22	of the United States should enjoy the full benefits of citizen-	provide for the peaceful resolution of conflicts, and guarantee	87
23	ship. Accordingly, the Association supports efforts to achieve	the rights of nations to exist within safe and secure borders, free	88
24	statehood for the District of Columbia.	from the threat of pre-emptive attacks. The Association also	89
25	The Association believes that the concept of fiscal autonomy	believes that such treaties and agreements should prevent the	90
26	is consistent with this position and that the federal payment	placement of weapons in outer space.	91
27	to the District of Columbia should be based on an established	The Association supports the principles stated in the United	92
28	formula. (1969, 1997)	Nations (UN) Charter and believes that the UN furthers world	93
29		peace and promotes the rights of all people by preventing war,	94
30	CITIZENSHIP RESPONSIBILITIES	racism, and genocide. The Association further believes that	95
31		Education International contributes to peace and international	96
32	H-11. Environmental Responsibility	relations by promoting dialogue among the world's education	97
33	The National Education Association believes that businesses	employees. (1973, 2014)	98
34	and governmental agencies should be responsible for compost-		99
35	ing practices and for designing, producing, and using products	I-2. International Court of Justice	100
36	that are reusable, recyclable, biodegradable, or disposable	The National Education Association believes that all people,	101
37	without contaminating the environment.	including lawmakers themselves, are subject to the rule of law	102
38	The Association encourages its affiliates and members	and recognizes that the International Court of Justice is one	103
39	to include these criteria in selection of products for use and	instrument to resolve international disputes peacefully.	104
40	to work with school systems and educational institutions in	The Association urges participation by the United States in	105
41	developing purchasing policies using these criteria.	deliberations before the court. (1986, 2016)	106
42	The Association also believes that business and governmen-		107
43	tal agencies should dispose of waste in a manner that will have	I-3. International Criminal Court	108
44	the least possible impact on the environment. (1990, 2017)	The National Education Association believes that the	109
45		International Criminal Court is critically important as an	110
46	H-12. Energy Programs	instrument to help end the impunity of human rights violators,	111
47	The National Education Association believes that a national	provide for the rule of law, and hold accountable those who	112
48	energy policy should reflect the efficient use of energy from	commit the gravest human rights crimes, including genocide,	113
49	all sources, provide research to develop new sources of energy,	crimes against humanity, and war crimes. (2005, 2014)	114
50	stress rapid development of renewable energy sources, and		115
51	promote conservation.	I-4. Covert Operations and Counterintelligence	116
52	The Association supports ensuring the energy-efficient	Activities	117
53	operation of public schools and encourages the use of new	The National Education Association believes that U.S.	118
54	energy sources and energy-efficient design in school renovation	covert operations and counterintelligence activities should be	119
55	and construction. The Association also supports efforts that	compatible with the basic principles of our democratic society.	120
56	develop energy conservation awareness and school building	The Association also believes that all such activities should	121
57	energy audit programs. The Association further supports	be conducted under the jurisdiction of all three branches of the	122
58	programs that investigate energy efficiency recommendations	federal government and that individuals/agencies must be held	123
59	and research. (1977, 2017)	accountable when they work outside of the specific directives	124
60		issued for a given operation. (1989, 2014)	125
61	H-13. Historic Preservation		126
62	The National Education Association encourages the	I-5. Nuclear Freeze/Cessation	127
63	preservation of historically significant lands and structures for	The National Education Association believes that nuclear	128
64	the purposes of preserving our nation's heritage and maintain-	war is not survivable. The proliferation of weapons technology	129
65	ing important historic resources for future generations.		130

1	and the sale and distribution of conventional and nuclear	
2	weapons increase the possibility of nuclear war.	
3	The Association also believes the United States and all other	
4	nations should adopt a verifiable freeze on the testing, develop-	
5	ment, production, upgrading, emplacement, sale, distribution,	
6	and deployment of nuclear weapons, materials, and all systems	
7	designed to deliver nuclear weapons. The Association supports	
8	the development of treaties for the cessation of all nuclear	
9	weapons testing, providing they contain adequate verification	
10	and enforcement provisions. The Association also supports	
11	the development of treaties to eliminate the world's nuclear	
12	weapons arsenals. (1982, 2000)	
13		
14	I-6. Nuclear Facilities, Radioactive/Chemical	
15	Pollutants, and Waste Incineration	
16	The National Education Association believes that strict	
17	monitoring of nuclear facilities and radioactive/chemical pollut-	
18	ants and waste incineration should be required. The Association	
19	urges the development and implementation of new technologies	
20	for the safe transport and recycling of all wastes.	
21	The Association supports programs that would educate the	
22	public to the dangers and benefits of nuclear power, recycling of	
23	nuclear wastes, problems of nuclear waste disposal, and health	
24	risks associated with waste incineration.	
25	The Association also believes that the people of a state	
26	should make the final determination as to whether or not toxic	
27	and/or nuclear waste processing sites or the transportation of	
28	nuclear waste shall be within their state boundaries. Contiguous	
29	states directly affected environmentally by processing sites	
30	should be included in the final determination. Strict guidelines	
31	concerning the construction and operation of waste incinerators	
32	should be required. The Association further believes that such	
33	facilities should not be constructed within a 10-mile radius of	
34	any school facility.	
35	The Association believes that education employees must be	
36	involved in the development and dissemination of emergency	
37	plans in the case of accidents that could result in environmental	
38	and/or health hazards. (1989, 2009)	
39		
40	I-7. Global Environmental Restoration	
41	The National Education Association believes that when	
42	pollution occurs the responsible entities must be accountable	
43	for an expeditious, complete cleanup and restoration of the	
44	environment and ecosystems. In addition, the Association sup-	
45	ports international efforts to reduce the levels of toxic metals,	
46	chemicals, and plastics in the food chain. (1990, 2019)	
47		
48	I-8. World Hunger	
49	The National Education Association believes that worldwide	
50	attention needs to be focused on food security. The Association	
51	supports continued relief to those in need as well as educa-	
52	tion concerning world hunger and its effects so that they may	
53	develop the capacity and the commitment to resolve these	
54	problems. (1975, 2016)	
55		
56	I-9. Sustainability	
57	The National Education Association believes that sustain-	
58	ability requires assessing entire systems and recognizing how	
59	they must operate in order to preserve the natural systems that	
60	support our life on earth.	
61	The Association also believes that sustainability is related to	
62	the quality of life in a community and whether the economic,	
63	social, and environmental systems that make up a community	
64	are providing a healthy, productive, and meaningful life for all	
65	community residents, present and future.	
	The Association further believes that establishing, tracking,	66
	and managing sustainability goals will ensure continuous	67
	progress toward sustainability, and that sustainable practices are	68
	cost-effective, provide a workforce that understands sustain-	69
	ability, build stronger communities, support local economies,	70
	protect student and staff health, support academic success,	71
	prepare today's students to be wise leaders tomorrow, and	72
	protect our ecosystems. (2008, 2015)	73
		74
	I-10. Global Climate Change	75
	The National Education Association recognizes the scien-	76
	tific consensus that global climate change is largely caused by	77
	human activity, resulting in significant, measureable damage to	78
	the earth and its inhabitants.	79
	The Association believes that humans must take immediate	80
	steps to change activities that contribute to global climate	81
	change.	82
	The Association supports the continued development and	83
	implementation of environmentally sound practices that abate	84
	global climate change and its effects in partnership with the	85
	global community. (2007, 2017)	86
		87
	I-11. International Consumer Protection	88
	The National Education Association believes that products	89
	sold and/or advertised abroad by U.S.-based companies must at	90
	least meet the consumer, health, and safety standards that are	91
	required for trade within the United States. The Association	92
	also believes that products imported for sale must meet U.S.	93
	consumer health and safety standards and practices.	94
	The Association opposes the coercing of other nations to	95
	accept U.S. products that do not meet those nations' consumer,	96
	health, and safety standards and practices. (1990, 2014)	97
		98
	HUMAN AND CIVIL RIGHTS	99
		100
	I-12. Human Rights	101
	The National Education Association believes that the	102
	governments of all nations must respect and protect the basic	103
	human and civil rights of every individual, including equal	104
	access to education as embodied in the United Nations Univer-	105
	sal Declaration of Human Rights. The Association condemns	106
	any action that limits or prohibits the free and responsible	107
	exercise of these rights and believes that all education employ-	108
	ees must lead in the effort to prevent any encroachment on basic	109
	human and civil rights.	110
	The Association also believes that the U.S. government	111
	should withhold all forms of military aid to governments that	112
	violate these rights.	113
	The Association further believes that violence is abhorrent.	114
	The Association also condemns violence, as well as the toler-	115
	ance of violence, and believes that all nations must pass and	116
	enforce measures to curtail and prevent actions and practices	117
	that inflict pain, suffering, mutilation, or death, and offer	118
	asylum to those threatened by such actions.	119
	The Association urges countries—including the United	120
	States—to provide a safe haven for greater numbers of refugees	121
	who have fled devastation in their native countries during times	122
	of increased conflict, and condemns the stereotyping of refugee	123
	groups.	124
	The Association expresses concern that the utilization of	125
	trade sanctions on food and medical supplies by any nation	126
	of the world to achieve political objectives fails to adequately	127
	consider the possible humanitarian impact of those policies on	128
	the civilian populations of the affected nations, particularly the	129
	young, the elderly, and the poor.	130

1	The Association deplores the holding of hostages, all forms	66
2	of torture, and the taking of human life in the name of making	67
3	a political statement. The Association believes that it is the	68
4	responsibility of all governments to discourage such actions by	69
5	individuals or groups of individuals. The Association supports	70
6	international judicial systems that hold accountable those who	71
7	violate human rights.	72
8	The Association calls upon all nations to release all educa-	73
9	tion employees and students who are being held without charge	74
10	and to refrain from the use of coercion and arbitrary detention	75
11	to punish the people of a specific area of their territories.	76
12	The Association further condemns the practice of capital	77
13	punishment. The practice of capital punishment in the United	78
14	States and elsewhere impacts individuals disproportionately	79
15	on the basis of social class, race, ethnicity, ability, and gender.	80
16	The Association supports ongoing efforts to ban the practice of	81
17	capital punishment.	82
18	The Association opposes any federal, state, or local law;	83
19	executive order or presidential signing statement; and/or amend-	84
20	ment to the U.S. Constitution that curtails or infringes on basic	85
21	human rights. The Association also opposes harsh sentencing	86
22	measures, such as mandatory minimums and other local, state,	87
23	and national laws which have contributed to mass incarceration.	88
24	The Association also opposes torture and cruel, inhuman, or	89
25	degrading treatment or punishment of persons in the custody or	90
26	under the physical control of the U.S. government, regardless of	91
27	nationality or physical location. (1977, 2021)	92
28		93
29	I-13. Civil Rights	94
30	The National Education Association is committed to the	95
31	achievement of a totally integrated society free from racial bias	96
32	and racial disparities. The Association calls for statutes and	97
33	practices that create a country free from barriers of race, color,	98
34	national origin, religion, philosophical beliefs, political beliefs,	99
35	gender, sexual orientation, gender identity, gender expression,	100
36	age, disability, size, veteran status, marital status, and economic	101
37	status that prevent some individuals, adult or juvenile, from	102
38	exercising rights enjoyed by others, including liberties decreed	103
39	in common law, the Constitution, and statutes of the United	104
40	States. Civil order and obedience to the law must be ensured	105
41	without abridgment of human and civil rights. All individuals	106
42	must be assured a speedy and fair judicial process, including	107
43	the right to habeas corpus, with free legal counsel for those in	108
44	need. To be effective citizens, individuals must be trained and	109
45	aided in developing strategies and expertise that will enable	110
46	them to operate effectively in a democratic society.	111
47	The Association believes that any federal, state, or local law;	112
48	executive order or presidential signing statement; or amendment	113
49	to the U.S. or state constitutions or interpretation thereof that	114
50	curtails basic civil rights is detrimental to a free and democratic	115
51	society. Therefore, the Association believes that racial equity	116
52	principles should be implemented at all levels of policymaking.	117
53	(1969, 2021)	118
54		119
55	I-14. Human and Civil Rights of Children and	120
56	Youth	121
57	The National Education Association believes that the	122
58	human and civil rights of children and youth must be protected	123
59	and opposes the exploitation of children and youth under any	124
60	circumstances. The Association opposes the early and forced	125
61	marriage of children. The Association recognizes child and	126
62	forced marriage as a violation of human rights and calls for	127
63	strengthened efforts to prevent and eliminate this harmful	128
64	practice.	129
65		130
	The Association also believes that all children possess a	66
	fundamental civil right of access to a system of high quality	67
	public education grounded in the principles of adequacy and	68
	equity. The Association supports the rights of youth to safely	69
	access education and other human services during conditions of	70
	war, occupation, natural disaster, and civil strife.	71
	The Association condemns the use of children and youth by	72
	organizations, governments, and political/military movements	73
	to advance their political objectives. The Association also	74
	condemns governments that subject young people to physical or	75
	mental abuse, violence, and unwarranted detention or incarcera-	76
	tion. The Association opposes the impressment or acceptance	77
	of minors into the service of the armed forces of any govern-	78
	ment or into the service of revolutionary forces under any	79
	circumstances. The Association supports programs and other	80
	efforts to prevent and alleviate the effects of such trauma upon	81
	children and youth.	82
	Children and youth in detention centers must be provided	83
	educational programs that include any special education	84
	services per a student's individualized education program (IEP)	85
	or a student's 504 plan to enable a student to become a contrib-	86
	uting member of society. Educators in such centers must receive	87
	appropriate and ongoing professional development to provide	88
	instruction in life skills and learning skills.	89
	The Association further believes that adolescent neurologi-	90
	cal development needs to be considered when the sentencing	91
	of juveniles is being determined. Therefore, the Association	92
	opposes the imposition of the death penalty, life imprison-	93
	ment without parole, and prolonged solitary confinement for	94
	individuals whose offenses were committed prior to age 18.	95
	The Association condemns the practice of placing children	96
	and youth in trouble in abusive environments, and opposes the	97
	placement of children and youth who are not charged with any	98
	offense in facilities with persons who are charged with criminal	99
	offenses. The Association believes that there must be separate	100
	facilities for the detention and for the incarceration of children	101
	and youth and supports the development of alternatives to	102
	supplement the use of such facilities. (1988, 2021)	103
		104
	I-15. Private Prisons	105
	The National Education Association believes that profiting	106
	from incarceration is in direct conflict with the objective to	107
	rehabilitate those who have committed crimes. Additionally,	108
	private prison practices such as maintaining high occupancy	109
	rates and unsafe staff-to-inmate ratios, lobbying for harsh	110
	sentences, and providing inadequate services undermine restor-	111
	ative justice practices and disproportionately affect people of	112
	color. These practices elevate incidents of racial bias and racial	113
	disparity. Therefore, the Association believes that incarcerated	114
	individuals should be held in publicly operated institutions.	115
	(2018, 2021)	116
		117
	I-16. Human Relations in the School	118
	The National Education Association believes that improved	119
	human relations are essential to the school environment. The	120
	Association, in order to improve human relations, calls for—	121
	a. School recruitment and staffing policies that will ensure	122
	selection of culturally diverse educators	123
	b. Appropriate classroom and other student-related	124
	activities, particularly those that are responsive to the	125
	cultural diversity and historical backgrounds of our	126
	society	127
	c. Schools and classrooms that implement trainings and	128
	strategies addressing implicit bias, equity, diversity,	129
	racial justice, and restorative justice	130

1	d.	Ongoing development of continuing education programs to educate school and community personnel	66
2			67
3	e.	Reduction of the ratio of students to certified/licensed staff. This reduction should be to the level teachers determine to be essential to enhance and improve learning	68
4			69
5	f.	Development of ways to improve police relations with student and community groups through the joint efforts of school, community, and law enforcement agencies	70
6			71
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10	g.	Joint discussions to promote understanding of human and civil rights and responsibilities of all constituents within our global society	75
11			76
12			77
13	h.	Development, training, and implementation of curricula that teach staff and students about positive human relations. (1972, 2021)	78
14			79
15			80
16			81
17			82
17		I-17. Displaced Workers	83
18		The National Education Association believes that entities that close, move, sell, downsize, or reorganize their facilities have an obligation to provide displaced employees with a variety of retraining and support programs. These entities shall assist their employees with placement in jobs having comparable pay and benefits and shall maintain existing union contracts. The Association also believes that federal, state, and local governments should hold entities accountable for the aforementioned programs.	84
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31		I-18. The Right To Organize	98
32		The National Education Association believes that all people have the right to organize in order to achieve an improvement of their living conditions through their own free and independent unions and organizations. The Association urges that this right be advocated where it is now abused or denied and strengthened where it is now secured. The Association also believes that shared core values among and between unions strengthen the middle class.	99
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52		I-19. Use of Union-Made Products and Services	120
53		The National Education Association recognizes the historical role of organized labor in its struggle for economic and social justice. The Association advocates the use of union-made products and services. The Association supports the use of informational campaigns, boycotts, or picket lines. (1991, 2015)	121
54			122
55			123
56			124
57			125
58			126
59			127
59		RIGHTS AND FREEDOMS	128
60			129
61			130
61		I-20. Freedom of Creative Expression	131
62		The National Education Association supports freedom of creative expression and therefore deplores any efforts by governments to suppress, directly or indirectly, such expression. The Association also supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (1990, 2016)	132
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1	harassment, and intimidation of students and staff by		
2	other students and staff		
3	f. Provide professional development materials and		
4	resources.		
5	These programs should be reviewed, revised, and updated to		
6	reflect changing needs. (2004, 2013)		
7			
8	I-31. Traffic Safety		
9	The National Education Association believes that traf-		
10	fic deaths and injuries must be reduced. The Association		
11	supports—		
12	a. Enactment and enforcement of effective and equitable		
13	legislation regulating driving while under the influence		
14	of alcohol, drugs, or other mind-altering substances		
15	b. Appropriate educational experiences for students		
16	regarding the effects of driving while under the		
17	influence		
18	c. Recognized community and school groups in their		
19	efforts to reduce death and injury from accidents caused		
20	by drivers under the influence		
21	d. Legislation requiring mandatory restraint of all		
22	passengers in motor vehicles, excluding school buses.		
23	The legislation should require the use of seat belts for		
24	adults and minor children and approved car seats for		
25	infants and young children		
26	e. Legislation requiring the use of helmets for bicycle and		
27	motorcycle riders		
28	f. Continued research and the development of safety		
29	features and passive restraint systems for passengers		
30	in school buses and for the inclusion of those features		
31	shown to be effective		
32	g. Legislation mandating no texting on cell phones while		
33	driving. (1982, 2010)		
34			
35	I-32. Gun-Free Schools and the Regulation of		
36	Deadly Weapons		
37	The National Education Association believes that all		
38	students and education employees must be allowed to learn and		
39	work in an environment free of unauthorized guns and other		
40	deadly weapons. Severe penalties should be enacted and strenu-		
41	ously enforced for criminal actions involving guns and other		
42	deadly weapons, especially in school settings, and for those		
43	who profit from the illegal sale, importation, and distribution		
44	of these weapons. The Association also believes that individu-		
45	als who bring guns or deadly weapons to school should be		
46	excluded from school and school grounds until completion of a		
47	mandatory prescribed intervention.		
48	The Association further believes that arming education		
49	employees as a preventative measure against armed intruders		
50	creates an unsafe environment, placing students and school per-		
51	sonnel at greater risk. Our communities, schools, and students		
52	are safer when common sense gun regulations are in place.		
53	Therefore, the Association supports banning assault weapons,		
54	limiting the capacity of ammunition magazines, requiring		
55	background checks and a waiting period for all gun purchases,		
56	creating a national database of gun sales, and preventing people		
57	with mental illness and/or a documented history of violence		
58	from purchasing firearms. The Association believes that minors		
59	must not be allowed to buy, own, or sell firearms.		
60	The Association also believes that scientific and medical		
61	research on the causes and prevention of firearm violence		
62	should be extensive and ongoing and that gun owners should		
63	participate in educational programs that stress responsible		
64	ownership, including safe use and storage of guns. (1982, 2019)		
65			
		I-33. Violence Against Females Worldwide	66
		The National Education Association condemns domestic	67
		and other violence against females, as well as the tolerance of	68
		such violence, and believes that all nations must establish and	69
		enforce measures to curtail and prevent actions, policies, and	70
		practices that inflict pain, suffering, or death. (1993, 2015)	71
			72
		I-34. Gender-Based Violence Worldwide	73
		The National Education Association condemns gender-based	74
		violence worldwide and the tolerance of such violence. The	75
		Association believes that all nations must establish and enforce	76
		measures to curtail and prevent actions, policies, and practices	77
		that inflict pain, suffering, or death based on gender identity or	78
		expression. (2019)	79
			80
		I-35. Sexual Assault	81
		The National Education Association believes that all mem-	82
		bers of society should be protected from sexual assault. The	83
		Association also believes that it is a violation of the victims’	84
		right to privacy to release the names of the victims or to have	85
		their past sexual history admitted as evidence in assault cases	86
		or media coverage. The Association supports fair and equitable	87
		treatment by health, hospital, and law enforcement agencies for	88
		sexual assault victims. The Association further believes that	89
		access to necessary services/programs must be made available	90
		to victims and their families. These services must be funded by	91
		appropriate government agencies.	92
		The Association believes that states should develop a	93
		systematic process for gathering evidence when such assaults	94
		occur and supports the use of DNA testing as a means to	95
		identify perpetrators of sexual assault. The Association also	96
		believes in the importance of counseling and rehabilitation for	97
		the assailant, and the protection of privacy and due process	98
		rights for both the victim and the alleged assailant. (1981, 2017)	99
			100
		I-36. Human Trafficking and Child Marriage	101
		The National Education Association is committed to the	102
		abolition of all forms of human trafficking. Human trafficking	103
		is the acquisition, transportation, recruitment, and harbor-	104
		ing of persons by means of threat, force, fraud, or coercion	105
		and for the purpose of exploitation as defined by the United	106
		Nations Protocol to Prevent, Suppress, and Punish Trafficking	107
		in Persons. The Association opposes the forced marriage of	108
		children, which is a form of human trafficking. The Association	109
		recognizes child marriage and human trafficking as violations	110
		of human rights and calls for strengthened efforts to prevent	111
		and eliminate these harmful practices. (2010, 2019)	112
			113
		OBSERVANCES	114
			115
		I-37. Martin Luther King, Jr. Day	116
		The National Education Association believes that Martin	117
		Luther King, Jr. Day should be a holiday in every U.S. state,	118
		territory, and protectorate. The Association recognizes the	119
		significance of the observance to emphasize our need for racial	120
		healing, justice, and equality through nonviolence. (1969, 2017)	121
			122
		I-38. César Chávez Day	123
		The National Education Association believes that César	124
		Chávez Day should be a state holiday in every state to focus on	125
		the importance of labor organizing and promoting equitable	126
		human relations. The Association encourages the observance	127
		of this day to promote reflection and action for social justice.	128
		(2008, 2009)	129
			130

1	I-39. Indigenous Peoples' Day	66
2	The National Education Association believes that the history	67
3	of colonization needs to be recognized and acknowledged in	68
4	every state. To do so, the Association believes that the name	69
5	of the current holiday known as "Columbus Day" should be	70
6	renamed and recognized as "Indigenous Peoples' Day" in	71
7	recognition of early indigenous peoples before colonization by	72
8	European settlers. (2019)	73
9		74
10	I-40. Veterans Day	75
11	The National Education Association believes that all people	76
12	of this nation should honor and memorialize the sacrifices	77
13	and heroic acts of all who have served in the Armed Forces.	78
14	Veterans Day should be maintained as a legal holiday. Students	79
15	should be taught the importance and magnitude of the sacrifices	80
16	made by veterans in the protection of the United States during	81
17	war and peace. Affiliates and school systems should plan	82
18	observances to promote the celebration of veterans' courage,	83
19	patriotism, and sacrifice for every member of society. (2001,	84
20	2021)	85
21		86
22	RIGHTS OF SPECIFIC GROUPS	87
23		88
24	I-41. Self-Determination of Indigenous People	89
25	The National Education Association recognizes that Ameri-	90
26	can Indians and Alaska Natives are sovereign nations with the	91
27	rights of self-determination and supports Native Hawaiians in	92
28	reclaiming their rights of self-determination and sovereignty.	93
29	The Association also recognizes that sovereignty includes	94
30	the right to provide for culturally appropriate education of	95
31	American Indians, Alaska Natives, and Native Hawaiians.	96
32	(2007)	97
33		98
34	I-42. Protection of Senior Citizens	99
35	The National Education Association believes that physical,	100
36	mental, and economic abuse of senior citizens in any form is	101
37	deplorable.	102
38	The Association also believes in the development of legisla-	103
39	tion and consumer education to eliminate the use of unethical	104
40	techniques, scare tactics, and misrepresentation to divest senior	105
41	citizens of their financial resources. The Association further	106
42	believes that its affiliates should join in political action to bring	107
43	about such legislative and administrative reform at the state and	108
44	national levels. (1978, 2015)	109
45		110
46	I-43. Protection of People Living with HIV, AIDS,	111
47	and Hepatitis	112
48	The National Education Association believes that people	113
49	living with human immunodeficiency virus (HIV), acquired	114
50	immunodeficiency syndrome (AIDS), and/or hepatitis should	115
51	be ensured fair and equitable treatment allowing equal access	116
52	to education, employment, living conditions, and all rights	117
53	guaranteed by law.	118
54	The Association also believes in maintaining the public	119
55	health by encouraging people to be tested and seek treatment	120
56	for lifelong conditions impacting an individual's health such as,	121
57	but not limited to HIV, AIDS and/or hepatitis.	122
58	The Association further believes that blood donation policies	123
59	should utilize modern, science-based guidelines that focus on	124
60	the risk factors associated with HIV transmission instead of the	125
61	gender of a person's sexual partners.	126
62	The Association believes that HIV/AIDS criminalization	127
63	laws should be made current with the modern understanding	128
64	of HIV/AIDS prevention, treatment, and transmission. HIV/	129
65	AIDS should be treated no differently than other serious	130
	communicable diseases, thereby removing the discrimination	
	and stigma surrounding these health conditions. (1994, 2019)	
	I-44. Disabilities Awareness	
	The National Education Association believes that the	
	human and civil rights of individuals with disabilities must be	
	protected. The Association encourages its affiliates to educate	
	their own members and the public at large to bring about an	
	awareness of disability issues. (1999, 2015)	
	I-45. Accessibility for Persons with Disabilities	
	The National Education Association believes that all build-	
	ings should be in compliance with the accessibility standards of	
	the Americans with Disabilities Act. (1988, 1997)	
	I-46. Protection of Persons with Cognitive	
	Disabilities	
	The National Education Association believes that the human	
	and civil rights of individuals with cognitive disabilities must	
	be protected.	
	The Association also believes that individuals with cogni-	
	tive disabilities who have committed criminal offenses should	
	receive all diagnostic and/or psychological services that meet	
	their needs and guarantee their right not to be abused while	
	incarcerated. The Association further believes that individuals	
	with cognitive disabilities should not be subjected to capital	
	punishment. (1989, 2015)	
	I-47. Care and Protection of Persons with Mental	
	Health Disorders	
	The National Education Association believes that it is	
	society's responsibility to provide quality care for persons who	
	have mental health disorders. Such persons should have access,	
	as needed, to diagnosis, primary hospital care, outpatient	
	services, necessary medication, social services, and housing in	
	the least restrictive environment. Financial assistance for such	
	care should be based upon the ability of the individual to pay.	
	The Association also believes that individuals with mental	
	disabilities who have committed criminal offenses should	
	receive all diagnostic and/or psychological services that meet	
	their needs and guarantee their right not to be abused while	
	incarcerated.	
	The Association further believes that individuals with	
	mental disorders should not be subject to capital punishment.	
	(1986, 2015)	
	I-48. Care and Protection of Military Veterans	
	The National Education Association believes that many	
	veterans of military conflicts are suffering physical, social, and	
	psychological problems due to their involvement in combat and	
	related military activities. The Association also believes that	
	all military personnel and veterans should have comprehensive	
	and timely access to appropriate and necessary medical care.	
	The Association supports federal and state increases in benefits	
	and programs, including retirement benefits, for these military	
	veterans and their dependents to meet their needs. (1981, 2017)	
	OPPOSITION TO ALL FORMS OF	
	DISCRIMINATION	
	I-49. Elimination of Discrimination	
	The National Education Association is committed to the	
	elimination of discrimination based on race, gender, ethnic-	
	ity, economic status, religion, disability, sexual orientation,	

1	gender identity, gender expression, age, and all other forms of	
2	discrimination.	
3	The Association believes that in order to gain a more	
4	complete understanding of discriminatory oppression, intersec-	
5	tionality must be recognized and addressed within leadership,	
6	schools, and communities in order to advance the Association's	
7	social justice work. Intersectionality is the understanding of	
8	how a person's identities combine and compound to create	
9	unique discriminatory experiences.	
10	Honest and open conversation is a precursor to change. The	
11	Association encourages its members and all other members of	
12	the educational community to engage in necessary conversa-	
13	tions in order to examine assumptions, prejudices, discrimina-	
14	tory practices, and their effects.	
15	The Association believes that any code or system of discrim-	
16	ination and exploitation must be eliminated. The Association	
17	also believes that sanctions are both justified and necessary	
18	against governments, organizations, businesses, and/or groups	
19	that utilize or support discriminatory practices. The	
20	Association further believes that it is important to eliminate	
21	discrimination in the workplace or schools against individuals	
22	wearing natural hairstyles such as braids, twists, cornrows, and	
23	locks. The Association believes that wearing natural hairstyles	
24	is a human right. (1976, 2021)	
25		
26	I-50. Institutional Discrimination	
27	The National Education Association believes that the fabric	
28	of our society is strengthened when the contributions from	
29	all of its diverse members are encouraged and embraced. The	
30	Association recognizes that institutional and public policies	
31	and practices sometimes discriminate against certain groups	
32	in society and perpetuate stereotypes and biases about these	
33	groups. Therefore, the Association encourages its affiliates, in	
34	collaboration with community organizations, to increase public	
35	awareness about racially unjust legislation, policies, practices,	
36	and biases and to actively work to eliminate them. (1998, 2021)	
37		
38	I-51. Discrimination by Organizations	
39	The National Education Association believes that organiza-	
40	tions are strengthened by offering membership on a nondis-	
41	criminatory basis.	
42	The Association shall use the facilities of and/or participate	
43	in programs sponsored only by organizations and/or their	
44	auxiliaries that do not deny membership to certain segments of	
45	our society on a discriminatory basis when such denials are not	
46	related to the stated purposes of the organization. The Associa-	
47	tion encourages its affiliates to do the same.	
48	The Association also believes that its members now holding	
49	membership in such organizations should work actively from	
50	within for the total elimination of such exclusionary clauses.	
51	(1974, 2015)	
52		
53	I-52. White Supremacy Culture	
54	The National Education Association believes that, in order	
55	to achieve racial and social justice, educators must acknowledge	
56	the existence of white supremacy culture as a primary root	
57	cause of institutional racism, structural racism, and white	
58	privilege. Educators must also work to prohibit institutionally	
59	racist systems and policies that have governed our society	
60	and kept Native People and Asian, Black, Latin(o/a/x), Middle	
61	Eastern and North African, Multiracial, and Pacific Islander	
62		
63		
64		
65		
	people* from full participation in American life. Addition-	66
	ally, the Association believes that the norms, standards, and	67
	organizational structures manifested in white supremacy	68
	culture perpetually exploit and oppress people of color and	69
	serve as detriments to racial justice. Further, the invisible racial	70
	benefits of white privilege, which are automatically conferred	71
	irrespective of wealth, gender, and other factors, severely limit	72
	opportunities for people of color and impede full achievement	73
	of racial and social justice. The Association believes that, to aid	74
	in the efforts to eradicate hate caused by prejudice, stereotypes,	75
	and biases, school districts must provide training in cultural	76
	competence, implicit bias, restorative practices and techniques,	77
	and racial justice. Therefore, the Association will actively	78
	advocate for social and educational strategies fostering the	79
	eradication of institutional racism and white privilege perpetu-	80
	ated by white supremacy culture. (2018, 2021)	81
		82
	I-53. Racial Justice	83
	The National Education Association believes in the necessity	84
	of racial healing to strengthen our society as a whole. To this	85
	end, the United States must make a transformative investment	86
	in the physical and mental health and economic opportunities	87
	of Native People and Asian, Black, Latin(o/a/x), Middle Eastern	88
	and North African, Multiracial, and Pacific Islander people*,	89
	and their communities. Racial justice in education and through-	90
	out the United States will be realized when we ensure sys-	91
	tematic fair treatment resulting in equitable opportunities and	92
	outcomes for people of all races. The Association acknowledges	93
	that both historical and current practices have systematically	94
	advantaged and privileged people of White European ancestry	95
	while disadvantaging and denying rights, opportunities, and	96
	equality for people of color. Implemented through both policies	97
	and laws, these biased practices have been manifested in the	98
	conditions our students and educators face in their schools and	99
	communities.	100
	The Association also believes that honest and open conver-	101
	sations about the sources of institutional racism that continue to	102
	threaten equity, fairness, and justice in our nation are necessary	103
	to produce the critical changes needed to achieve racial healing	104
	and justice.	105
	The Association encourages its affiliates to educate	106
	members about the ways race privileges certain people. The	107
	Association also encourages its affiliates to work with family	108
	and student partners to develop, initiate, and promote programs	109
	that will lead us to repair, heal, organize, and advocate to	110
	achieve racial justice so that every student and educator may	111
	fulfill their full potential. (2017, 2021)	112
		113
	I-54. Hate-Motivated Violence	114
	The National Education Association believes that acts or	115
	threats of hate-motivated violence, including, but not limited	116
	to, physical and verbal violence against individuals or groups	117
	because of their race, color, national origin, political beliefs,	118
	religion, gender, sexual orientation, gender identity, gender	119
	expression, age, disability, size, marital status, or economic	120
	condition are deplorable. The Association also believes that	121
	federal, state, and local governments and community groups	122
		123
		124
	* This language usage acknowledges the Report and Recommendations	125
	of the Racial Equity Language Review Stakeholder Group adopted by	126
	the NEA Board of Directors in May 2020. Native People are named first,	127
	distinctly, recognized as the first people of this land with sovereign national	128
	and tribal status, and named together with Asian, Black inclusive of African	129
	American, Latin(o/a/x) inclusive of Hispanic and Chican(o/a/x), Middle	130
	Eastern and North African, Multiracial, and Pacific Islander people.	

1	must oppose and eliminate hate-motivated violence and that	66
2	current events and/or economic conditions should not diminish	67
3	such opposition.	68
4	The Association recognizes the danger of White supremacist	69
5	groups and all media sources that promote hateful speech and	70
6	actions, and the continuation of institutional racism. Further, the	71
7	Association recognizes the danger of any group that marginal-	72
8	izes anyone based on race, color, national origin, political beliefs,	73
9	religion, gender, sexual orientation, gender identity, gender	74
10	expression, age, disability, size, marital status, or economic	75
11	condition. Therefore, educators must take a significant role in	76
12	countering the effects of such speech, actions, and racism on our	77
13	students, families, and communities. (1991, 2021)	78
14		79
15	I-55. Civility in Public Discourse	80
16	The National Education Association believes that American	81
17	institutions in both the public and private sectors should foster	82
18	a culture that promotes universal respect for all people and that	83
19	strongly discourages demeaning characterizations of people in	84
20	relation to their race, ethnicity, religion, nationality, political	85
21	affiliation, gender, sexual orientation, gender identity, gender	86
22	expression, size, or disability. (2008, 2021)	87
23		88
24	I-56. Respect for Individual Names and Pronouns	89
25	The National Education Association believes that an	90
26	individual's name and pronouns are of utmost importance.	91
27	Therefore, all educators must treat students and fellow educa-	92
28	tors with respect and dignity. The Association acknowledges	93
29	that students and educators experience discrimination from the	94
30	effects of mispronunciations, misgendering, misrepresentations,	95
31	incorrect documentations in systems of record, or the usage	96
32	of deadnames. Regardless of intent, the long-lasting negative	97
33	impact on the individual, classroom, and work environment is	98
34	deleterious in nature and detrimental to teaching and learn-	99
35	ing. Therefore, the Association believes student and educator	100
36	names and pronouns should be treated with respect and dignity	101
37	by making efforts to understand and implement proper pronun-	102
38	ciation, punctuation, stylization, individual preference, cultural	103
39	norms, context and times of usage, and a true understanding of	104
40	the discrimination experienced when these aspects of a person's	105
41	name and pronouns are disregarded. (2021)	106
42		107
43	I-57. Linguistic Diversity	108
44	The National Education Association believes that, although	109
45	English is the language of political and economic communica-	110
46	tion in the United States, efforts to legislate English as the	111
47	official language disregard cultural pluralism; deprive those in	112
48	need of education, social services, and employment; and must	113
49	be challenged.	114
50	The Association recognizes the importance of an individ-	115
51	ual's native language and culture and the need to promote and	116
52	preserve them through instruction, public service announce-	117
53	ments, and all other forms of communication. The Association	118
54	also believes that people should be able to speak in their native	119
55	tongue free from harassment and bias. (1987, 2021)	120
56		121
57	I-58. Use of Prejudicial Terms and Symbols	122
58	The National Education Association believes prejudice	123
59	is deplorable and the use of names, symbols, caricatures,	124
60	emblems, logos, and mascots that promote prejudice should be	125
61	discontinued. (1992, 2015)	126
62		127
63	I-59. Right of Redress for Descendants of Slaves	128
64	The National Education Association believes that slavery,	129
65	forced servitude, and/or the ownership of a human being are	130
	gross violations of human rights and unacceptable in a civilized	66
	society.	67
	The Association also believes that the history of slavery in	68
	the United States was a grievous crime against humankind that	69
	has contributed to a continuance of over 400 years of economic	70
	injustices, terror, state-sponsored terrorism, and institutional	71
	and systemic racism—including, but not limited to, convict	72
	leasing; unjust imprisonment; Jim Crow segregation, lynching	73
	and torture of Black citizens, and destruction of Black commu-	74
	nities and towns; redlining; exclusion of the access to benefits	75
	of the New Deal and GI Bill; the ripping apart of families;	76
	mass incarceration; police brutality and murder; militarization	77
	and over-policing of Black communities; denial of equal and	78
	equitable access to education; the school-to-prison pipeline;	79
	criminalization of Black students in school; denial of economic	80
	opportunity; denial of full economic participation; and denial	81
	of democratic participation.	82
	The Association further believes that the descendants of	83
	enslaved Africans in the U.S. have the right to redress for	84
	the crimes against humanity committed by the United States	85
	through full repair and reparations for building the economic	86
	engine of the West that resulted in generational wealth accrual	87
	by White Americans off the theft of that labor, while at the	88
	same time being denied full economic participation or benefits	89
	of that labor, and for the gross injustices inflicted upon their	90
	ancestors. (2008, 2021)	91
		92
	I-60. Deprivation of Human Rights of Indigenous	93
	People	94
	The National Education Association believes that it is	95
	deplorable for government entities to allow, sanction, or par-	96
	ticipate in the slaughter and displacement of indigenous people,	97
	including any practice that violates treaties, forcibly relocates,	98
	and/or forces compulsory out-of-home placements regarding	99
	life and education.	100
	The Association also believes that any attempt to deprive a	101
	group from life, land, resources, or culture is immoral.	102
	The Association further believes that formal apologies are	103
	long overdue to the indigenous people of the United States and	104
	its territories and protectorates. (2009, 2010)	105
		106
	I-61. Repatriation of American Indian/Alaska	107
	Native Remains	108
	The National Education Association believes in the dignity	109
	of the dead and encourages laws to prevent the robbing of	110
	graves.	111
	The Association also believes that the remains of thousands	112
	of American Indians/Alaska Natives in storage throughout the	113
	United States should be returned for interment to the tribes and/	114
	or areas from which they were taken. The Association further	115
	believes that American Indian/Alaska Native sacred items in	116
	museum collections should be returned to the tribes of their	117
	origin. (1989, 2008)	118
		119
	I-62. Violence Against and Exploitation of Asians/	120
	Pacific Islanders	121
	The National Education Association opposes the expression	122
	of covert and overt sentiments, threats, and incidents of racially	123
	motivated physical and/or verbal violence toward Asians/Pacific	124
	Islanders. The Association believes that community-based edu-	125
	cational programs should be developed by local school systems	126
	in conjunction with Asian/Pacific Islander groups to eliminate	127
	this violence. The Association supports clear and consistent law	128
	enforcement to protect the civil and human rights of the victims	129
	of such violence.	130

1	The Association also opposes the exploitation of women as		
2	mail-order brides. (1984, 1999)		
3			
4	I-63. Internment/Containment Policies Based on		
5	Race, Ethnicity, and/or National Origin		
6	The National Education Association recognizes that restric-		
7	tive and/or punitive action based on race or national origin is		
8	a violation of constitutional guarantees and is repugnant to the		
9	American ideals of life, liberty, and property.		
10	The Association condemns the practice of internment/		
11	containment of racially identifiable segments of our newly		
12	immigrated and current populations. (1982, 2017)		
13			
14	I-64. Inclusive Medical Studies		
15	The National Education Association believes that women		
16	and members of racial minority groups must be included in the		
17	samples of all medical studies, surveys, and research purporting		
18	to yield results applicable to all segments of a population. (1991)		
19			
20	I-65. Sexual Harassment		
21	The National Education Association recognizes that sexual		
22	harassment is a form of sex discrimination or abuse.		
23	The Association believes that students and education		
24	employees should be protected from sexual harassment, which		
25	is a form of sex discrimination. The Association encourages its		
26	affiliates to work with local school districts and institutions of		
27	higher education to—		
28	a. Establish strong policies defining and prohibiting sexual		
29	harassment		
30	b. Develop educational programs designed to help people		
31	recognize, understand, prevent, combat, and eliminate		
32	sexual harassment		
33	c. Develop and publicize a grievance procedure that		
34	encourages the reporting of incidents of sexual		
35	harassment, resolves complaints promptly, and protects		
36	the rights of all parties		
37	d. Form and train support groups to assist in the		
38	counseling of targets of alleged sexual harassment.		
39	(1988, 2016)		
40			
41	I-66. Equal Opportunity for Women		
42	The National Education Association believes that all		
43	persons, regardless of gender, must have equal opportunity for		
44	employment, promotion, compensation (including equal pay for		
45	comparable worth), and leadership in all activities.		
46	The Association supports an amendment to the U.S. Consti-		
47	tution (such as the Equal Rights Amendment) that guarantees		
48	that equality of rights under the law shall not be denied or		
49	abridged by the United States or by any state because of gender.		
50	The Association urges its affiliates to support ratification of		
51	such an amendment. The Association also supports the enact-		
52	ment and full funding of the Women’s Educational Equity Act.		
53	The Association also believes that the Equal Employment		
54	Opportunity Commission must have cease-and-desist authority		
55	to act in all cases of discrimination based on race, creed, color,		
56	age, national origin, sexual orientation, gender identity, gender		
57	expression, and gender.		
58	The Association further believes that governing boards and		
59	education associations must eliminate discriminatory practices		
60	against women in employment, promotion, and compensation.		
61	Personnel policies must include family leave, maternity leave,		
62	paternity leave, leave for adoption of a child, child-care leave,		
63	and professional leave that encourages women to participate in		
64	professional growth experiences and to prepare for administra-		
65	tive and executive positions.		
		The Association believes that local, state, and national	66
		agencies should consider research specifically related to women	67
		and their health problems and concerns.	68
		The Association also believes that professional associations	69
		at all levels should adopt policies that ensure women equal	70
		access to elective, appointive, and staff positions.	71
		The Association further believes in the establishment of	72
		women’s education committees in local and state affiliates as a	73
		vehicle for implementation of equal opportunity for women.	74
		The Association believes that sexism and sex discrimination	75
		must be eliminated and endorses the use of nonsexist language.	76
		(1969, 2021)	77
			78
		I-67. Personal Relationships in Higher Education	79
		The National Education Association recognizes that in	80
		institutions of higher education adult students and education	81
		employees may establish personal relationships. However, such	82
		relationships should be voluntary and not be used to coerce or	83
		influence others for personal advantage. Thus, the Association	84
		believes that sexual relationships between a faculty member	85
		and a student currently enrolled in the faculty member’s course,	86
		or under the supervision or direction of any higher education	87
		employee, are unprofessional. The Association encourages	88
		its affiliates in institutions of higher education to seek the	89
		establishment of strong policies declaring such relationships	90
		unprofessional. (1989, 1998)	91
			92
		I-68. Businesses Owned by Minorities and/or	93
		Women	94
		The National Education Association believes that businesses	95
		owned by minorities and/or women should be encouraged. The	96
		Association also believes that the federal government should	97
		initiate and continue policies that encourage businesses owned	98
		by minorities and/or women. (1989, 2004)	99
			100
		INTEGRATION AND DESEGREGATION	101
			102
		I-69. Integration in the Public Schools	103
		The National Education Association believes that it is impera-	104
		tive that full integration of the nation’s schools be effected.	105
		The Association recognizes that acceptable integration plans	106
		will include affirmative action programs and a variety of devices,	107
		such as geographic realignment, pairing of schools, grade pair-	108
		ing, and satellite and magnet schools. Some arrangements may	109
		require busing of students in order to comply with established	110
		guidelines adhering to the letter and spirit of the law.	111
		The Association urges its affiliates to encourage school	112
		boards to study and consider seriously the negative impact on	113
		minority students when schools located in minority neighbor-	114
		hoods are targeted for closing.	115
		The Association will assist its affiliates to ensure that educa-	116
		tion employees, parents/guardians, and students are involved in	117
		the development of plans designed to achieve integration. The	118
		Association also believes that state and federal agencies should	119
		provide funds necessary to implement integration programs,	120
		including funds for student transportation. The Association also	121
		urges participation in citizen advisory committees—consisting	122
		of members designated by the local education association,	123
		parents, and representatives of community organizations,	124
		business, clergy, and media—that reflect the ethnic makeup of	125
		the community in developing, implementing, and evaluating	126
		student desegregation plans.	127
		The Association further believes that integrated schools	128
		must provide students with equal access to all curricular and	129
			130

1 extracurricular programs and to technological equipment and
 2 knowledge.
 3 The Association opposes any attempts to delay or impede
 4 implementation of desegregation orders and will, therefore,
 5 resist all efforts to resegregate integrated schools. The Associa-
 6 tion also opposes any governmental attempts to resegregate
 7 public schools through any means, including vouchers, charters,
 8 and other school-choice initiatives.

9 The Association will continue to oppose vigorously the
 10 systematic displacement or demotion of minority, especially
 11 Black, educators to achieve integration. The Association
 12 further opposes actions of boards of education to finance
 13 integration plans through reduction of school staff. In addition,
 14 the Association will oppose the capricious reassignment and
 15 displacement of Hispanic educators because of desegregation
 16 and bilingual programs. (1969, 2004)

17
 18 **I-70. Ethnic-Minority Educators**

19 The National Education Association believes that ethnic-
 20 minority educators are essential to the operation of schools,
 21 thus encouraging local and state affiliates, Department of
 22 Defense Education Activity (DoDEA), and appropriate govern-
 23 mental bodies and agencies to work to achieve and maintain
 24 ethnic diversity in all categories of educational employment.
 25 (1979, 2015)

26
 27 **J. OBTAIN FOR ITS MEMBERS THE BENEFITS**
 28 **OF AN INDEPENDENT, UNITED EDUCATION**
 29 **PROFESSION**

30
 31 **STRONG EFFECTIVE ASSOCIATIONS/
 32 AFFILIATES**

33
 34 **J-1. Strong Professional Associations**

35 The National Education Association believes that an inde-
 36 pendent and professional organization is vital to its members
 37 and affiliates. This independence must be safeguarded in any
 38 alignments with other organizations.

39 The Association also believes that the unified effort of a
 40 professional organization promotes the interests of its members
 41 and advances a strong, healthy educational environment. (1974,
 42 2004)

43
 44 **J-2. Supporting Locals in Jeopardy**

45 The National Education Association believes that assistance
 46 should be afforded to those affiliates that exist within concen-
 47 trated territories of competing organizations. The Association
 48 encourages its affiliates to initiate and support programs that
 49 will strengthen and enhance the local organizational structure
 50 and promote membership growth within the Association.

51 Continuous communications, including face-to-face-contact,
 52 and cooperation of local, state, and national bodies are keys to
 53 the success of the local affiliates in building solid professional
 54 organizations.

55 The Association also believes that assistance should be given
 56 to those local affiliates that have been targeted for takeover
 57 by competing organizations and/or the object of “association
 58 busting.”

59 Members of affiliated locals that are not the bargaining
 60 agent must be provided an effective means of processing griev-
 61 ances. (1976, 2015)

62
 63
 64
 65

MEMBERSHIP PARTICIPATION

J-3. Membership Participation in the Association

The National Education Association believes that every
 member has the right and obligation to participate fully in the
 Association without fear, intimidation, retribution, or any forms
 of bullying.

The Association also believes that early-career members
 should be encouraged to participate in and pursue appropriate
 leadership opportunities at the local, state, and national levels of
 the union. The Association further believes that affiliates should
 encourage early-career members to seek election to become
 seated delegates at the annual Representative Assembly.

The Association believes that school policies should provide
 release time without loss of pay to those who are fulfilling
 leadership responsibilities, attending meetings, or participating
 in other Association activities.

The Association also believes that all members have the
 right to receive union communications at their work sites from
 their local, state, and national associations.

The Association supports and encourages, whenever
 possible, policies and practices such as affordable child care
 services so that members with children may have improved
 opportunities to participate in Association activities. Members
 should also support public education by sending their children
 to public preK through post-secondary educational institutions.
 (1969, 2018)

J-4. Minority Participation in the Association

The National Education Association believes that at every
 phase of governance and on all decision-making levels of the
 Association there should be minority participation at least
 proportionate to the identified ethnic-minority population of
 that geographic level.

Ethnic minorities should be included as candidates for
 positions at all levels. The Association should promote minor-
 ity participation in program development and should employ
 minorities and women in staff positions consistent with
 Association affirmative action policies.

The Association also believes that its affiliates should main-
 tain a commitment to organizational policies and programs that
 promote the training and involvement of minorities at all levels
 of the organization.

The Association further believes that there is a need for
 systematic evaluation of minority participation at all levels.
 (1972, 1996)

J-5. Aspiring Educator Member Participation

The National Education Association believes that eligible
 students should have the opportunity to join the Association.
 The Association also believes that students should be encour-
 aged to participate in the Association at the local, state, and
 national levels. Preprofessional and leadership training should
 be priorities.

The Association further believes that its members should
 promote membership in the NEA Aspiring Educator Program
 to all eligible students, including student teachers in members’
 classrooms, and provide opportunities for community outreach,
 professional development, and political action. The Association
 believes that advisors of NEA Aspiring Educator chapters
 should be members of the Association.

The Association believes that state affiliates should facilitate
 the establishment of chapters in all higher education institutions
 that offer teacher preparation programs.

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1	The Association also believes that local and state affiliates	66
2	should collaborate with student programs in order to facilitate	67
3	the transition from student to professional membership status	68
4	within the Association so that Aspiring Educator members	69
5	become involved in the activities and leadership pathways of	70
6	the professional Association and its affiliates. (1991, 2018)	71
7		72
8	J-6. Retired Member Participation	73
9	The National Education Association believes that Retired	74
10	members are a valuable asset and should be active participants	75
11	within the Association at the local, state, and national levels.	76
12	The expertise of Retired members should be utilized in all	77
13	areas of the Association.	78
14	The Association also believes that its members should	79
15	promote membership in the Retired Program to all eligible	80
16	members. (1976, 2013)	81
17		82
18	J-7. Promotion of Teaching as a Career Choice	83
19	The National Education Association supports the establish-	84
20	ment of student organizations whose goal is to promote the	85
21	field of public education as a lifelong profession that is vital and	86
22	essential to every community. The Association believes that its	87
23	state and local affiliates should support these student organiza-	88
24	tions and their efforts to build partnerships with government,	89
25	business, and community stakeholders to advance the profes-	90
26	sion. (1980, 2017)	91
27		92
28	GLOBAL EDUCATION PROFESSION	93
29		94
30	J-8. Universal Education Employee Rights	95
31	The National Education Association supports the efforts of	96
32	all associations of education employees in the world to secure	97
33	basic rights for their members. The Association commends	98
34	those education employees and students around the world who	99
35	champion academic freedom and campaign against illiteracy,	100
36	especially when their activities must be conducted under	101
37	oppressive and often life-threatening conditions.	102
38	The Association stands ready to help all associations of	103
39	education employees obtain their basic rights as listed in the	104
40	NEA resolutions.	105
41	The Association condemns all governments for their roles	106
42	in any acts of injustice against education employees and	107
43	their organizations and, thus, the children and youth of those	108
44	countries. The Association urges the U.S. government to refrain	109
45	from supporting any governments that suppress academic	110
46	freedom and literacy.	111
47	The Association also urges the U.S. government to refrain	112
48	from any plan for overt or covert action that would destabilize	113
49	or overthrow any government or would adversely affect a	114
50	government's successful campaign to improve literacy, equal	115
51	education support, health care, and living and working condi-	116
52	tions. (1981, 1995)	117
53		118
54	J-9. Organizations of Other Nations	119
55	The National Education Association believes that a strong	120
56	international community of education employees is necessary	121
57	to promote international understanding and to defend the	122
58	interests of education employees in all countries. The Associa-	123
59	tion actively supports Education International and will continue	124
60	to cooperate with professional education organizations of other	125
61	nations. (1969, 1995)	126
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