

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2021–2022 NEA RESOLUTIONS COMMITTEE**

NEA Representative Assembly

July 3-6, 2022

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The *Report of the 2021–2021 NEA Resolutions Committee* contains all proposed revisions approved by the committee at its 2022 winter and summer meetings. Resolutions contained in this report represent the final recommendations of the committee. For information on 2022 consideration of this report by delegates, please refer to the procedures summarized at the end of this report.

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 the single year of (2022).

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1 **A-4. Collaborative Partnerships**

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

4 The Association also believes that building and sustaining collaborative partnerships among families, schools,
5 communities, and willing partners is integral to ensuring [every student great public schools] **a great public school**
6 **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 **A-38. Rural Education**

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

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

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

29 **B-1. Early Childhood Education ***

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

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

* 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 The Association recognizes the value of quality early childhood education programs in preparing young children
2 to enter school ready to learn. High quality early childhood programs should be staffed by teachers, administrators,
3 and education support professionals who possess a deep understanding of child development and specialized training
4 in early childhood education. To provide the quality of early education and care necessary to prepare children for
5 success in school, the Association recommends that—

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

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

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

25 The Association believes that federal legislation should be enacted to assist in organizing the implementation of
26 fully funded early childhood education programs offered through the public schools. These programs must be
27 available to all children on an equal basis and should include mandatory kindergarten with compulsory 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. These
31 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)

33 **B-5. Dropout Prevention**

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

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

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

44 **B-7. Adult Education**

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

50 The Association believes that to have access to adult education programs, adult education students with minor
51 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 in
3 school and in life through all forms of expression. Communication instruction is essential for learning in all content
4 areas and for achieving high standards. *The Association also believes that students must be culturally competent to*
5 *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, 2017)

8 **B-12. Diversity**

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

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

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

20 **B-15. American Indian/Alaska Native Education**

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

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

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

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

- 1 [l]m. Dissemination of information and programs that include the values, heritage, language, culture, and history
 2 of American Indians/Alaska Natives
 3 [m]n. Control of Native lands by American Indians/Alaska Natives
 4 [n]o. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges,
 5 and course offerings at the high school level.
 6 [o]p. Preservation of the Native languages of the indigenous people of the Americas, inclusive of American
 7 Indians, Alaska Natives, and Native People of Central and South America.
 8 **q. *Prevention of disproportionate referral of American Indian/Alaska Native students into the criminal justice***
 9 ***system for violations of school discipline policies.*** (1976, 2021)

10 **B-16. Hispanic Education**

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

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

- 15 a. Programs establishing appropriate educational opportunities for Hispanic students
- 16 b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of
 17 Hispanics
- 18 c. Recognition of Hispanic educators as role models
- 19 d. Hiring, promotion, and retention of Hispanic educators at all levels of the education profession
- 20 e. Recruitment, training, employment, and retention of bilingual, bicultural, and culturally competent teachers,
 21 counselors, and other professional and support staff to meet the needs of Hispanic students
- 22 f. English proficiency programs that are designed to meet the language and cultural needs of Hispanic students
- 23 g. Dissemination of information and programs that include the values, heritage, language, culture, and history
 24 of Hispanics
- 25 h. Assistance to affiliates in meeting the educational needs of Hispanic students
- 26 i. English proficiency programs that are designed to meet the needs of Hispanic students
- 27 j. Involvement of Hispanics in lobbying efforts for federal programs
- 28 k. Involvement of Hispanic educators in developing educational materials used in classroom instruction
- 29 l. Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture,
 30 and history of Hispanics
- 31 m. Involvement of Hispanics in professional development programs dealing with cultural pluralism and
 32 Hispanic values
- 33 n. Opposition to the resegregation of the public schools through overrepresentation in special education
 34 programs and underrepresentation in gifted programs
- 35 o. Opposition to the resegregation of the public schools through overrepresentation and/or underrepresentation
 36 in charter schools
- 37 p. Programs that address the alarming dropout rates of male students and the disproportionate teen pregnancy
 38 rate of Hispanic female students and encourage continuing education
- 39 q. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges,
 40 and course offerings at the high school level[.]
- 41 **r. *Prevention of disproportionate referral of Hispanic students into the criminal justice system for violations***
 42 ***of school discipline policies.***

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

45 **B-17. Asian, Native Hawaiian, and Pacific Islander Education**

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

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

- 51 a. Preservice and continuing education of teachers

- 1 b. Development of curriculum and instructional materials and programs, including English proficiency
- 2 programs that are designed to meet the language needs of Asian, Native Hawaiian, and Pacific Islander
- 3 students
- 4 c. Education of Asian and Native Hawaiian or other Pacific Islander adult refugees
- 5 d. Dissemination of programs and information that include the values, heritage, language, culture, and history
- 6 of Asian, Native Hawaiian, and Pacific Islander peoples
- 7 e. Recognition of Asian, Native Hawaiian, and Pacific Islander educators as role models
- 8 f. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges,
- 9 and course offerings at the high school level[.]
- 10 **g. *Preservation of Native Hawaiian languages***
- 11 **h. *Recognition and acknowledgement of the vast range of cultures, languages, and histories encompassed in***
- 12 ***the Asian, Native Hawaiian, and Pacific Islander peoples***
- 13 **i. *Inclusivity and representation of Asian, Native Hawaiian, and Pacific Islander peoples***
- 14 **j. *Prevention of disproportionate referral of Asian, Native Hawaiian, and Pacific Islander students into the***
- 15 ***criminal justice system for violations of school discipline policies.***

16 The Association encourages opportunities to preserve, promote, and perpetuate Asian, Native Hawaiian, and
 17 Pacific Islander heritage and culture. (1979, 2011)

18 **B-18. Micronesian Education**

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

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

- 23 a. Programs establishing appropriate educational opportunities for Micronesian students
- 24 b. Development of curriculum and instructional materials and programs, including English proficiency
- 25 programs that are designed to meet the language needs of Micronesian students
- 26 c. Development of relationship-building and culturally cohesive frameworks designed to meet the needs of
- 27 Micronesians in the school, home, and work environment
- 28 d. The recruitment, training, and employment of Micronesian island educators as role models, bilingual
- 29 teachers, counselors, and other professional and support staff to meet the needs of Micronesian students
- 30 e. Involvement of Micronesian educators in developing educational materials for classroom instruction, as well
- 31 as the dissemination of information and programs that include the values, heritage, language, culture, and
- 32 history of Micronesians
- 33 f. Assistance to affiliates in meeting the educational needs of Micronesian students
- 34 g. Opportunities for higher education for all Micronesian students through direct and indirect governmental
- 35 assistance in graduate and undergraduate programs
- 36 h. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges,
- 37 and course offerings at the high school level[.]
- 38 **i. *Prevention of disproportionate referral of Micronesian students into the criminal justice system for***
- 39 ***violations of school discipline policies.***

40 The Association encourages opportunities to preserve, promote, and perpetuate Micronesian heritage and culture.
 41 (2008, 2011)

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

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

46 The Association believes that the infusion of Black studies and/or Afrocentric curricula into the instructional
 47 program acknowledges the contributions of African Americans to history and Africa as an integral part of world
 48 history. The Association also believes that these curricula must show a correlation among social, historical, political,
 49 and economic developments and events regarding Africa, African-Americans, Europeans, and their descendants
 50 worldwide.

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

- 1 a. The preservation of Black heritage and culture
- 2 b. Funding of scholarships to facilitate the entry of Black students into the teaching profession
- 3 c. Recognition of Black educators as role models
- 4 d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the
- 5 education profession
- 6 e. Involvement of Black educators in developing educational materials used in classroom instruction
- 7 f. English proficiency programs in the regular instructional process for those Black students experiencing
- 8 difficulty with standard English
- 9 g. Programs that address the alarming dropout rate among Black male students and the disproportionate teen
- 10 pregnancy rate among Black female students and encourage continued education, thereby increasing their
- 11 participation in the work force
- 12 h. Development of athletic programs that promote educational excellence, not just athletic power
- 13 i. Opposition to the resegregation of the public schools through special classes, or through overrepresentation
- 14 in special education programs and underrepresentation in gifted programs
- 15 j. Opposition to the resegregation of public schools through overrepresentation and/or underrepresentation in
- 16 charter schools
- 17 k. Dissemination of information and programs that include the values, heritage, language, culture, and history
- 18 of Black Americans
- 19 l. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges,
- 20 and course offerings at the high school level.
- 21 **m. *Prevention of disproportionate referral of Black students and their parents/guardians into the criminal***
- 22 ***justice system for violations of school discipline and truancy policies.*** (1981, 2011)

23 **B-28. Educational Equity for Incarcerated Persons**

24 The National Education Association believes that incarcerated persons, regardless of [gender, age, or
25 citizenship,] ***race, age, gender, sexual orientation, gender identity, gender expression, disability, ethnicity,***
26 ***immigration status, occupation, and religion*** are entitled to equal access to medical and mental health services as
27 well as educational, recreational, and rehabilitative programs within all correctional systems.

28 The Association also believes that when a student is incarcerated and has been identified as having a disability by
29 standards of the Individuals with Disabilities Education Act or a 504 plan, the plans for the student should be
30 implemented during the duration of the incarceration. (1990, 2011)

31 **B-29. Education of Gifted, Talented, and Creative Students**

32 The National Education Association believes that there must be educational programs and services for gifted,
33 talented, and creative students, and supports federal and state funding for the education of these students. The
34 Association also believes that there must be well-developed criteria and guidelines for identifying and teaching these
35 students. Such identification must be culturally sensitive and must not discriminate on any basis other than the
36 exceptionality being identified.

37 ***The Association further believes that all students and their families, parents, guardians, and caregivers should***
38 ***be informed of their rights to have access to and testing for gifted education, alternative education options, and***
39 ***specialized programs. The Association acknowledges that historically marginalized groups are underrepresented***
40 ***in gifted and specialized education programs, and urges public school districts to have an inclusive approach to***
41 ***gifted education.***

42 The Association [further] believes that culturally responsive professional development programs in gifted and
43 talented education must be provided for all appropriate education employees.

44 The Association urges its affiliates to promote the development and implementation of services and support for
45 gifted children and their educators. (1980, 2017)

46 **B-32. Educational Programs for English Language Learners**

47 The National Education Association believes that English Language Learners (ELLs) must have programs
48 available to them that address their unique needs and that provide equal opportunity to all students, regardless of their
49 primary language ***or limited first language education.*** Programs for ELLs should emphasize English proficiency
50 while concurrently providing meaningful instruction in all other curriculum areas. ***Designated English language***
51 ***instruction should build toward proficiency and include skill areas such as phonemic awareness, phonics, fluency,***

1 **vocabulary, and reading comprehension.** In planning a comprehensive program for ELLs, age, academic needs,
2 individual differences in language acquisition abilities, environmental factors, and best teaching practices must be
3 considered.

4 The Association also believes that ELLs should be placed in bilingual education programs to receive instruction
5 in their native language from qualified teachers until such time as English proficiency is achieved. If no bilingual
6 programs are available, these students should be taught in language acquisition and development programs designed
7 to meet their specific needs. Students should be in classes that are limited in size. Methods such as weighted formulas
8 should be used. Additional staffing, modified scheduling, and/or curriculum designed to accommodate the demands
9 of each ELL should be provided in order to meet state and local educational expectations. Students should not be
10 enrolled in special education classes solely because of linguistic difference. ***A student's English proficiency should***
11 ***be taken into account and they should be tested in their primary language when possible to determine whether***
12 ***special education placement is necessary.***

13 The Association further believes that model bilingual education programs in which language minority students
14 demonstrate an increase in English language acquisition and success throughout the grade levels should be promoted
15 and supported at the federal, state, and local levels. The Association advocates full funding of all instructional
16 materials, resources, and programs for ELLs as well as professional development programs for education employees
17 who work with these students. The school district or other appropriate agency should provide release time for the
18 training of teachers who instruct ELLs.

19 Educators, through a bargaining or other bilateral decision-making process, must be fully involved in the
20 development and implementation of programs serving ELLs, including the assignment of teachers and the terms and
21 conditions of their employment. Teachers should be compensated at the teacher's hourly rate of pay for any
22 additional time spent in training. They should also be reimbursed for the cost of tuition, textbooks, and travel
23 incurred in such training.

24 The Association values bilingual and multilingual competence and supports programs that assist individuals in
25 attaining and maintaining proficiency in their native languages before and after they acquire proficiency in English.
26 ***Schools should provide a pathway for students to apply for and obtain the Seal of Biliteracy.*** (1981, 2010)

27 **B-34. Education for All Students with Disabilities**

28 The National Education Association supports a free, appropriate public education for all students with disabilities
29 in a least restrictive environment, which is determined by maximum teacher and parent/guardian involvement. There
30 must be a full continuum of placement options and services/delivery models available to students with disabilities. In
31 order to implement federal special education legislation effectively, the Association recognizes that—

- 32 a. A fully accessible educational environment, using appropriate instructional materials, support services, and
33 pupil personnel services, must match the learning needs of both students with and students without
34 disabilities.
- 35 b. Student placement must be based on individual needs rather than on available space, funding, or local
36 philosophy of a school district. Student placements must be examined on a regular basis to ensure
37 appropriateness whereby all needed services and support will be provided and should not be made
38 disproportionately by ethnicity or gender. Necessary building/staff modifications must be provided to
39 facilitate such placement.
- 40 c. General and special education teachers, pupil personnel and related service providers, and education support
41 professionals who work with the student, and administrators, parents/guardians, and the student, as
42 appropriate, should have input in the development of the individualized education program (IEP) and must
43 have access to the IEP.
- 44 d. When necessary, the student and/or family should have access to translation and interpretation services
45 surrounding the IEP process.
- 46 e. General and special education teachers; pupil personnel and related service providers; education support
47 professionals; and administrators, parents/guardians, and students, as appropriate, must share in
48 implementing the IEP. Prior to implementation, all necessary educational materials, professional
49 development, and supportive services must be provided.
- 50 f. Students with physical disabilities and/or medical needs requiring nursing procedures must have their
51 medical needs met by certified/professional school nurses.

- g. All impacted staff members must have an appeal procedure regarding the implementation of the IEP, especially in terms of student placement. The procedure must include the right to have the dissenting opinion recorded and attached to the IEP.
- h. Suspension and expulsion policies and practices used by local education agencies must be applied consistently to both students with and students without disabilities where misconduct is shown to be unrelated to either the disabling condition or to improper placement.
- i. A plan recognizing individual differences must be used in a systematic evaluation and reporting of program development.
- j. Students with special needs must have appropriate testing options matching the processing disorders, motor skills, and/or academic developmental levels or language proficiency of those students to measure individual progress and proficiencies.
- k. Limitations must be made in class size, caseloads, and/or work load of designated education and service providers, using methods such as the workload analysis model, modified scheduling, and/or curriculum design determined by each student's IEP or other learning accommodations.
- l. All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, [paraprofessionals] *paraeducators*, co-teachers, and special education teachers.
- m. The student's IEP should not be used as criteria for the evaluation of education employees.
- n. Communications must be maintained among all involved parties.
- o. Staff must not be reduced.
- p. All school personnel, including substitutes, must be adequately prepared for their roles, including addressing the identified individual needs of students, through appropriate licensing and/or ongoing professional development.
- q. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.
- r. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.
- s. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.
- t. Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.
- u. Adequate release time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation, including the development and administration of alternate forms of assessment.
- v. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.
- w. Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.
- x. Full funding must be provided by local, state, and federal governments.
- y. Students are better served if the person working with them is prepared to accommodate their needs. Substitute employees should be made aware that the assignment offered is a special needs program. (1978, 2021)

B-41. [Multicultural] *Culturally Responsive Education*

[The National Education Association believes that multiculturalism is the process of valuing differences and incorporating the values identified into behavior for the goal of achieving the common good. The Association also believes that multicultural education is a way of helping students perceive the cultural diversity of the United States so that they may develop pride in their own cultural legacy and awaken to the ideals embodied in the cultures of their neighbors. Multicultural education should promote the recognition of individual and group differences and similarities in order to reduce racism, homophobia, ethnic and all other forms of prejudice, and discrimination and to develop self-esteem as well as respect for others.

The Association further believes that multicultural education encompasses at least three things: an idea or concept, an educational reform movement, and a process. As an idea or concept, multicultural education assumes that all students can learn. As an educational reform movement, multicultural education seeks to develop an entire school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing,

1 respect for cultural differences, etc.). As a process, the development of a multicultural school environment is ever
2 evolving and ongoing.]

3 *The National Education Association believes that culturally responsive education is critical to building*
4 *equitable and inclusive school curricula. The Association also believes that culturally responsive education*
5 *recognizes and embraces cultural differences to create a more just learning environment. The Association further*
6 *believes that culturally responsive education promotes recognition of individual and group differences and*
7 *similarities in order to reduce all forms of prejudice and discrimination to develop self-esteem as well as respect*
8 *for others.*

9 *Culturally responsive education seeks to develop a whole school environment that is inclusive of cultural*
10 *considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences,*
11 *etc.). The development of a culturally responsive environment is ever evolving and ongoing. A culturally*
12 *competent pedagogy connects students' cultures, languages, and life experiences with the school curriculum.*
13 *Leveraging a student's knowledge and experiences from their families and communities helps them to access and*
14 *connect with the curriculum and develop their academic skills. (1981, 2001)*

15 **B-42. Global Citizenship Education**

16 The National Education Association believes that global *citizenship* education increases respect for and
17 awareness of the earth and its peoples. Global *citizenship* education imparts information about cultures and an
18 appreciation of our interdependency in sharing the world's resources to meet mutual human needs.

19 The Association also believes that curriculum and instruction about regional and international conflicts must
20 present a balanced view, include historical context, and demonstrate relevancy and sensitivity to all people. The
21 achievement of this goal requires the mastery of global communication and development of an appreciation of the
22 common humanity shared by all peoples.

23 The Association further believes that the goal of appreciation for, *respect of*, and harmony [with] *within* our
24 global [neighbors] *society* depends on a national commitment to strengthening the capability of the educational
25 system to teach [American children] *students* about [the world] *global citizenship*. (1995, 1998)

26 **B-50. Physical Education**

27 The National Education Association believes that physical activity and exercise are essential for good health and
28 must be encouraged during the developmental years of students. The Association also believes that a comprehensive
29 program of physical education should be provided daily in grades preK through adult in or on facilities designed for
30 that purpose. Physical education programs and curricula should follow national standards as set forth by the
31 appropriate professional organizations; should be developmentally appropriate, sequential, cooperative in nature, and
32 culturally *responsive* and gender [sensitive] *inclusive*; and should—

- 33 a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic
34 movement; and related concepts and knowledge
- 35 b. Assess students, including physical fitness testing, as a culmination of preparatory activities, and develop a
36 fitness plan that is tracked for progress
- 37 c. Include instruction in basic lifesaving techniques
- 38 d. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities
- 39 e. Be taught by teachers licensed in physical education
- 40 f. Be taught with the same student/teacher ratio as other grade-level class sizes and be provided the same
41 amount of planning time
- 42 g. Provide staff training on policies and procedures that address issues of sexual orientation, gender identity,
43 and gender expression. (1991, 2016)

44 **B-58. Accurate United States and World Maps**

45 The National Education Association believes that all visual representations using maps of the United States
46 should depict all fifty states [and Puerto Rico], *territories, and protectorates* in their correct geographic location and
47 relative size. The Association also believes that maps of the world should accurately depict national boundaries and
48 names of countries. (1995, 2005)

1 **B-59. Democracy and Citizenship Education**

2 The National Education Association believes that education about democracy and the rights and responsibilities
3 of citizens is essential for the survival of American democracy. The cornerstone of such education should be the
4 United States Constitution and the Bill of Rights.

5 The Association also believes that democratic ideals should be practiced as part of the total education process.
6 The following concepts should be an integral part of the curriculum within public schools and other educational
7 institutions:

- 8 a. The dignity and worth of the individual
- 9 b. Due process of law
- 10 c. Rule of the majority tempered by respect for minority rights
- 11 d. Individual responsibility
- 12 e. Equal justice under the law
- 13 f. Civil liberties as guarantors of individual rights
- 14 g. One-person—one-vote
- 15 h. Voting rights protections
- 16 i. Active citizen participation in all aspects of public affairs
- 17 j. Freedom of religion, speech, the press, petition, and assembly[.]
- 18 **k. *Right to protest and address grievances with the government***
- 19 **l. *Separation of church and state.***

20 The Association encourages educators, lawyers, court personnel, and others to work together to develop
21 appropriate materials, including information about the justice system and constitutional issues, in order to teach
22 students to be responsible citizens. (1984, 2021)

23 **B-60. Education on Peace and International Understanding**

24 The National Education Association believes that the United States and the other nations of the world should
25 promote peace and international understanding. Educational strategies for teaching peace and justice issues should
26 include the role of individuals, social movements, international and nongovernmental organizations in the peaceful
27 resolution of conflict, and the use of fact finding and reconciliation processes to help with the healing of wounds
28 caused by conflicts.

29 The Association also believes that educational materials should include activities dealing with peaceful
30 resolution of conflict, the effects of nuclear weaponry and other weapons of mass destruction, strategies for
31 disarmament, methods to achieve peace, historical examples of fact finding and reconciliation processes, and
32 consideration of current situations where such processes could be of value. Such curricular materials should also
33 cover major contributing factors to conflict, such as economic disparity, demographic variables, unequal political
34 power and resource distribution, [and the indebtedness of the developing world] **and the impacts of colonization,**
35 **neo-colonization, and imperialism.** (1982, 2005)

36 **B-63. Labor Movement Education**

37 The National Education Association believes that the struggles of [working men and women to establish]
38 **workers of all ages in establishing** unions and the influence of the labor movement on the growth of the United
39 States should be an integral part of the curriculum in our schools.

40 The Association urges educators, curriculum committees, and authors to include material that accurately presents
41 the important contributions to our country’s history and growth that have been provided by the unions involved in the
42 labor movement and the individuals who led that movement. (1988, 2018)

43 **[B-70. Character Education**

44 The National Education Association supports the adoption and use, at all educational levels, of best practice
45 character education strategies, materials, and activities by school districts. The Association believes that character
46 education should include activities that encourage participation of education employees and parents/guardians. The
47 Association also believes that character education is the intentional effort that a school takes to promote students’
48 understanding of, capacity to critically reason about, motivation for, and ability to act in accordance with ethical
49 values and principles. (2010)]

1 **B-72. School Library Media Programs**

2 The National Education Association believes that all students must have a comprehensive school library media
3 program within their educational settings. This program should include a full-time certified/licensed school library
4 media specialist and qualified education support professionals in every school; a variety of print, nonprint, and
5 electronic resources to supplement and complement curricular, personal, and leisure needs; relevant technology; and
6 instruction in library research and critical information literacy. *The Association further believes that school library
7 media specialists have the expertise and knowledge to select media for their communities.* The Association believes
8 that school library media programs are negatively impacted if media specialists do not have substitutes during their
9 absence.

10 The Association encourages increased funding for school library media programs from federal, state, and local
11 governments as well as other sources such as public and/or private partnerships. (1980, 2021)

12
13 **New B. Adult-to-Youth Mentoring Programs**

14 *The National Education Association believes that all children and youth should be provided the opportunity to
15 participate in personalized adult-to-youth mentor programs, as needed, that ensure a beneficial relationship with
16 at least one adult mentor. The Association also believes that such mentor programs should support the youth’s
17 academic success and overall well-being and should seek to recruit mentors who reflect the diverse identities of
18 the youth they serve.* (2022)

19 **New B. Postsecondary Opportunities**

20 *The National Education Association believes that all students should be prepared for, and have equitable
21 access to, all postsecondary opportunities. The Association also believes that recruitment efforts for postsecondary
22 opportunities should be equitably implemented, in collaboration with schools, so that no individual or community
23 is disparately targeted or excluded based on their race, age, socioeconomic status, gender, sexual orientation,
24 gender identity, gender expression, ability, ethnicity, immigration status, or religion.* (2022)

25 **C-12. Student Sexual Orientation, Gender Identity, and Gender Expression**

26 The National Education Association believes that all persons, regardless of sexual orientation or gender identity,
27 should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education
28 system. The Association also believes a safe and inclusive environment ensures that all transgender students have
29 access to the bathroom or locker room of their choice and protects them from breaches of confidentiality. *The
30 Association further believes that gender-neutral options should be available.* The Association believes that
31 LGBTQ+ students have the right to privacy and confidentiality regarding their sexual orientation, gender identity,
32 and gender expression. Further, educators must respect these students and their choice of whether or not to reveal
33 their orientation, identity, or expression.

34 The Association further believes that, for students who are struggling with their sexual orientation, gender
35 identity, or gender expression, every school district and educational institution should provide counseling services
36 and programs—staffed by trained personnel—that deal with high suicide and dropout rates and the high incidence of
37 teen prostitution. The Association further believes that therapies designed to alter a student’s orientation or identity
38 are harmful to the emotional development of lesbian, gay, bisexual, transgender, non-binary, and questioning
39 (LGBTQ+) students. Therefore, students should have access to gender-affirming health care. (1988, 2021)

40 **C-13. Safe Schools and Communities**

41 The National Education Association believes that a safe school climate is the right of all students and school
42 employees. The Association also believes that communities must develop policies and practices that promote safe
43 schools. The Association further believes that it is in the best interest and safety of all students if education
44 employees are immediately informed of students with known serious behavior problems or violence-related potential.
45 Students and education employees must be safe from physical, verbal, and psychological violence, and all forms of
46 harassment. Plans and procedures regarding discipline and/or harassment must include due process and services to
47 help reduce future incidents.

48 The Association believes that all staff must be trained in conflict resolution strategies, trauma-informed practices,
49 and restorative practices to help students in the promotion of safe schools. The Association also believes that plans
50 and procedures must be consistently enforced, visible, and easily accessible for the safe and orderly conduct of
51 school activities and events.

1 The Association further believes that school security personnel must be properly trained to respond to
2 confrontational and violent situations. In addition, all staff should be provided with appropriate, ongoing training on
3 how to create, promote, and maintain a safe school climate. The Association believes that training qualified school
4 mental health professionals, law enforcement officers, and other personnel in restorative justice practices will also
5 foster a safe school community. ***The Association also believes that school districts should assess and provide***
6 ***appropriate levels of campus monitor/student ratios based on their respective student enrollments and needs.***

7 The Association also believes that all school buildings should have controlled access. School design should
8 incorporate technologies which facilitate safety. ***Additional safety measures should be implemented when school***
9 ***facilities are used for public events. Schools should not be open for classes when the building is used as a polling***
10 ***location.***

11 The Association further believes behavior that does not match the expectations for school safety is often a result
12 of trauma, adverse conditions, or the absence of conflict resolution, anger management, and problem-solving skills.
13 Therefore, students must be taught strategies and skills, including conflict resolution, that develop respect, self-
14 discipline, and self-control. Students must learn to distinguish between their own rights and responsibilities and the
15 rights and responsibilities of others. Appropriate services and placement within education programs and/or with state
16 and/or community agencies must be provided for students who disrupt the learning environment or who are
17 dangerous to other students, education employees, and themselves.

18 The Association believes that appropriate school behavior begins and is reinforced in the home. Programs that
19 provide assistance and training in child development, effective parenting skills, and strategies for dealing with
20 disruptive students must be available for parents/guardians. Schools can be instrumental in identifying and
21 recommending strategies that can assist parents/guardians. (1994, 2021)

22 **C-28. Standards for Family/Domestic Crisis Care**

23 The National Education Association supports a full range of assistance from interventions to shelters for families
24 experiencing domestic violence.

25 The Association advocates—

- 26 a. Services that include protection, counseling, [and] therapy, ***and academic, social, and emotional monitoring***
27 for these children and families
- 28 b. Adequate financial support
- 29 c. Screening and training of potential foster families and shelter personnel
- 30 d. Immediate temporary foster care for children who are being abused, neglected, or exploited
- 31 e. Continued training, supervision, and evaluation of foster families and shelter personnel
- 32 f. Appropriate ***initial and*** ongoing communications of pertinent information between social service agencies
33 and education employees
- 34 g. Mandated counseling for persons committing physical and/or psychological violence. (1992, 1999)

35 **C-30. Out-of-Home Placement of Children and Youth**

36 The National Education Association believes that when children and youth are removed from the home by social
37 services or the juvenile justice system either for their own protection or for the commission of a status offense and
38 are placed in the custody of group homes, foster homes, or other custodial facilities, the rights of both the child or
39 youth and the community must be protected. These facilities must be licensed, be operated by trained and licensed
40 personnel, meet appropriate health and safety codes, and provide counseling and ancillary services for the child or
41 youth.

42 The impact of facilities on the public schools should be taken into account by licensing agencies and zoning
43 authorities.

44 The Association also believes that once a child or youth is removed from a home by social services or the
45 juvenile justice system—

- 46 a. ***The child or youth should remain enrolled in their school of origin to promote positive school continuity***
47 ***unless it is not in the child's best interest pursuant to federal law.***
- 48 [a]b. Copies of all comprehensive school records, which may include but not be limited to discipline history and
49 current special needs plans, shall be transferred to the child or youth's current educational placement in a
50 timely manner as prescribed by law.

1 [b]c. Children and youth shall be allowed to maintain a copy of their personal and educational file, which must
2 include but not be limited to a birth certificate, a social security card, current special needs plans, transcripts,
3 a medical card, and immunization records.

4 [c]d. Each child or youth shall be allowed to maintain a valid state identification card. (1992, 2009)

5 **C-35. Effect of Housing Instability and Homelessness on Children and Youth**

6 The National Education Association believes that housing instability and homelessness create a deleterious
7 impact on our students, their families, and the community. The Association also believes these conditions create
8 educational challenges that interfere with the ability of children and youth to access education and to progress
9 academically. Housing instability and homelessness can limit access to services such as education, housing, jobs,
10 health care, and other human service agencies.

11 The Association further believes that schools need to work collaboratively with *students; families;* the
12 community; local, state, and federal agencies; and higher education to create opportunities to enhance student
13 success. *Such opportunities should include, but not be limited to, extracurricular activities, a collaborative*
14 *transition plan into higher education, Free Application for Federal Student Aid (FAFSA) support, grant and*
15 *scholarship information, and local programs and resources.*

16 The Association believes that society has the responsibility to lessen and eliminate the effects of housing
17 instability and homelessness by assisting children and youth to develop necessary life skills, to learn new concepts,
18 and to function successfully in diverse settings. (2007, 2021)

19 **C-40. Environmentally Safe Schools**

20 The National Education Association believes that the health and safety of students, staff, family, and the
21 community is paramount to the education of students. Therefore, the Association believes that all educational
22 facilities must have healthy indoor air quality, be smoke-free, be safe from environmental and chemical hazards, and
23 be safe from hazardous electromagnetic fields.

24 *The Association also believes that all students should have access to clean drinking water and clean air.*

25 School districts should conduct periodic testing for harmful water and airborne particles/agents that are detrimental to
26 the health of students and education employees and shall report the results publicly. Further, school districts must
27 complete corrective actions to eliminate the problems and report results in a timely manner. School districts should
28 also develop and maintain health and safety protocols that follow Centers for Disease Control guidelines to protect
29 students and education employees during national health crises.

30 The Association [also] *further* believes that it is incumbent on local education providers to be forthcoming with
31 information regarding mold infestation and other indoor environmental hazards in school facilities. The Association
32 supports facility designs with the use of nontoxic materials that promote healthy indoor air quality through properly
33 designed, installed, and maintained heating, ventilation, and air conditioning (HVAC) systems. The Association
34 [further] believes that the use, installation, and maintenance of building materials in school facilities must be
35 appropriate and comply with established local, state, and federal guidelines.

36 Additional health hazards should not be created when facilities are altered or repaired.

37 The Association believes in the establishment and enforcement of standards of the Occupational Safety and
38 Health Administration (OSHA), including temperature and humidity recommendations, to ensure health and safety.
39 The Association also believes that pesticide use should be minimized and, if used, advance notice given of location
40 and date of application.

41 The Association supports ongoing training and certification of education employees who work in potentially
42 hazardous situations. This training must include proper handling, storage, and disposal of hazardous materials and
43 instruction on Safety Data Sheets (SDS).

44 The Association [further] *also* believes that school districts [must post SDS and OSHA standards. Students and/or
45 their parents/guardians, education employees, and the public should be notified of actual and potential hazards
46 affecting the health and welfare of students and educators. All stakeholders should be involved in developing a plan
47 for corrective action. When localized metrics from public health departments deem large public gatherings unsafe, no
48 student or education employee should be forced to enter an unsafe facility. The Association *further* believes in the
49 development and enforcement of health and safety standards specifically for children. (1989, 2021)

D-2. Teacher Preparation Programs: Recruitment and Promotion of the Field

The National Education Association believes that strong programs of teacher recruitment are necessary to maintain and enhance the teaching profession. The Association and its state and local affiliates should promote and support the establishment of organizations involving [students] **all people** [of all ages] interested in the field of education as a profession and encourage members to serve as advisers. Such programs should emphasize the recruitment of candidates from underrepresented groups, and should also include a policy of affirmative recruitment. Further, programs should encourage incoming teachers to engage in the work of the Association. Preteaching programs, recruitment efforts, and pathways to educator licensure should be developed at high schools and community/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts should include **career transition support and** the active participation of practicing preK through adult education teachers **in safe and appropriate educational settings**.

The Association also believes that individuals interested in teaching as a career should attend institutions accredited by the Council for the Accreditation of Educator Preparation (CAEP). Counselors and advisers should inform [students] **aspiring educators** of the advantages of attending CAEP-accredited institutions. Federally financed loan and grant programs should be established to encourage [students] **and support aspiring educators** to become professional educators. [Progressive forgiveness of the loan should be based upon the equivalent amount of professional service.] Grants should be secured from both public and private sources to assist [students] **aspiring educators** planning to pursue a career in education. (1990, 2021)

D-21. Education Employee Evaluation[†]

The National Education Association believes that formal performance-based evaluations must include formative evaluation components in order to assure the competency of all education employees in their respective fields.

Effective evaluation procedures supported by professional development programs will enable all education employees to be informed in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify professional growth goals, and provide options for achieving these goals.

The Association also believes that evaluations of teachers must be comprehensive, based on multiple indicators providing teachers with timely feedback and support to enhance their practice. Components of effective evaluation must include indicators of teacher practice, teacher contribution and growth, and contribution to student learning, growth, and development. High quality, developmentally appropriate teacher-selected assessments that provide valid, reliable, timely, and relevant information regarding student learning, growth, and/or development may be used as an indicator for quality, formative evaluation. Standardized tests, even if deemed valid and reliable, must not be used to support any employment action against a teacher and may not be used to determine any part of an educator's evaluation.

Following an evaluation, a teacher should be provided with clear notice of any areas of suggested growth and an improvement plan should be developed by the teacher, local association, and employer. After completing the improvement plan, the teacher should then be formally reevaluated. If dismissal proceedings based on an unsatisfactory evaluation rating are warranted, the teacher must be guaranteed the right to **procedural and substantive** due process. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems. An administrator must complete evaluations in accordance with the timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An administrator's failure to complete an evaluation must not negatively impact an education employee.

The Association further believes that classroom teachers, without fear of discipline or negative evaluation, must be given the discretion to modify the pace of predetermined progress rates, dictated pacing guides, and mandated scripted lesson pacing charts.

The evaluation procedure should be collectively bargained and/or cooperatively developed and maintained in conjunction with representatives selected by the local affiliate and should include—

- a. Clear performance expectations that can be objectively assessed and are specific to the job description
- b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit
- c. A written evaluation report to be provided to the person being evaluated
- d. Opportunity for a written response prior to the placement of the evaluation in the personnel file

[†] 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.

- e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
- f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee
- g. An unbiased appeals process with an evidentiary hearing under oath *before a neutral third party such as an arbitrator*.

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)

New D. Education Support Professional Excellence

The National Education Association believes that education support professionals (ESPs) are integral to the foundation of school communities and must be treated with the respect, recognition, and value due all professionals. The Association also believes that ESPs deserve fair compensation and appropriate professional development.

Across the comprehensive range of their contributions, quality ESPs—

- a. *Develop collaborative relationships and partner with educators, students, families, and communities*
- b. *Provide leadership and advocacy for students, quality education, and their professions*
- c. *Participate in ongoing professional development as individuals and within the professional learning community*
- d. *Process and maintain student records and other vital, confidential information*
- e. *Establish environments conducive to working and learning by maintaining accessible, clean, operational, and safe schools and facilities*
- f. *Ensure optimal indoor air quality that aligns with or exceeds state regulations and federal standards*
- g. *Prepare nutritious and safe meals and ensure that school districts are in compliance with state regulations and federal standards, including free and reduced meal programs*
- h. *Improve and protect student health and welfare by providing first aid, monitoring immunizations, conducting health screenings, and assisting sick, injured, or impaired students*
- i. *Educate and empower students to independently maintain good health*
- j. *Provide direct services and support to students and their families to promote student learning and well-being*
- k. *Participate in the design and implementation of school safety and security policies and crisis prevention, preparedness, and response plans*
- l. *Repair, maintain, and operate machinery and equipment essential to the safe, efficient operation of schools and facilities*
- m. *Maintain high standards for technology, communications, and networks in schools and facilities*
- n. *Transport students safely to and from schools and school-related events. (2022)*

New D. Funding of Continuing Education

The National Education Association believes that continuing education must be affordable and not burden participants with unsustainable and oppressive debt.

The Association supports educational funding models and programming that reduce the financial burden to the learner. Promotion and access to financial aid educational resources addressing predatory lending practices, as well as loan forgiveness requirements and repayments, should occur before the financial burden is incurred by the participant. Any additional training and programming that is required for education employment should also not incur a financial burden. (2022)

New D. Loan Forgiveness

The National Education Association supports public service loan forgiveness programs. Loan forgiveness should be based upon successful completion of years of service, and not be dependent upon specific loan types, location of employment, or repayment plans. Loan repayment and forgiveness criteria, as well as information on predatory lending practices should be provided to all aspiring and practicing public servants prior to incurring educationally-related debt. (2022)

E-6. Development of Materials

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

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

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

Where school districts and educational institutions involve teachers and faculty in the development of any educational materials, participation should be voluntary and compensated. (1984, 2006)

F-37. Protection of Education and Other Public Employees from Workplace Bullying

The National Education Association believes that [education] *all* 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.

Workplace bullying can include, but is not limited to—

- a. Systematic aggressive communication
- b. Manipulation of work assignments
- c. Repeated, health-harming mistreatment
- d. Verbal abuse
- e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging
- f. Abuse via social media and/or the Internet. (2011, 2017)

F-43. Health Examinations

The National Education Association *believes* [opposes the imposition of] *that* physical and mental examinations *should not be* imposed by governing boards for the purpose of harassment of education employees.

Physical and mental examinations of education employees should be required only when there is probable cause. Results of such examinations shall be subject to medical confidentiality, and the education employee shall be informed of all results.

The Association believes that health-related information must not be released without the written consent of the employee. The employee must have the right to examine and, if needed, correct their medical records.

The Association also believes that the cost of any required physical or mental diagnostic procedure should be incurred by the agency that requires such procedure and that education employees should be guaranteed the right to select their own physician. (1977, 2017)

F-45. HIV/AIDS Testing of Education Employees

The National Education Association [opposes] *believes that education employees or education employment applicants should not face* mandatory/involuntary human immunodeficiency virus/acquired immunity syndrome (HIV/AIDS) testing [of education employees or education employment applicants]. (1987, 2016)

1 **F-49. Color Vision Deficient Employees**

2 The National Education Association believes that the needs of all employees, including color vision deficient
3 employees, must be met. All educational materials that use color coding for referencing information should be
4 accompanied by [an alternate method] *alternative methods* of identifying these items of information such as number
5 or labeling the names of each color. (2004, 2005)

6 **G-1. State Professional Standards Boards**

7 The National Education Association believes that the profession must govern itself. The Association also
8 believes that each state should have a professional standards board, composed of a majority of practicing public
9 school teachers. The Association further believes that [all state] professional standards boards *at all levels* should
10 include a broad representation of groups that are licensed *and should reflect the diversity of their constituencies*.

11 Professional standards boards should have exclusive authority to license and to determine criteria for how a
12 national certificate will be recognized for professional educators. Further, these boards should have the exclusive
13 authority to establish the standards regarding licensure, including procedures for suspension and revocation. The
14 Association opposes legislation that compromises the authority of state standards boards and urges the elimination of
15 state statutes that conflict with this authority. The Association further believes that these boards must apply Council
16 for the Accreditation of Educator Preparation (CAEP) standards as a minimum for granting, denying, or withdrawing
17 the approval of teacher preparation programs. (1969, 2010)

18 **G-3. Licensure**

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

- 22 • High academic performance
- 23 • Extensive clinical practice and field experience
- 24 • Demonstrated knowledge of subject matter
- 25 • Demonstrated knowledge of pedagogy, child development, and learning acquisition[.]
- 26 • *Demonstrated understanding of culturally responsive practices and teaching.*

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

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

33 Multiple measures should be used to determine teaching readiness with evidence and feedback from university
34 faculty and cooperating teachers as key factors.

35 The Association opposes licensure processes that lower or eliminate any of the standards outlined above,
36 including "testing-only" approaches to teacher licensure.

37 The Association asserts that a teaching license should signify that an individual entering the teaching profession
38 is competent to teach. A teaching license must be recognized as the primary requirement for employment in every
39 preK, elementary, secondary, and adult education public and private school.

40 The Association further asserts that:

- 41 • Licenses should only be issued if an individual possesses the entry-level knowledge and skills required for
42 teaching
- 43 • Emergency licenses should not be issued
- 44 • Assignments outside the teacher's area of licensure should only be permitted with appropriate concurrent
45 retraining supported by the local district.

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

49 Any nonrenewal, revocation, or significant change to the licensure of an education employee should follow
50 procedural and substantive due process. Licensure should not be impacted solely by a nonrenewal or termination of
51 specific employment.

1 The Association supports regulations that would put professional educators, the majority of whom are licensed
2 and practicing public school teachers, in state licensing agencies.
3 The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, economic,
4 gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2017)

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

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

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

13 The National Education Association believes that the International Criminal Court is critically important as an
14 instrument to help end the impunity of human rights violators, provide for the rule of law, and hold accountable those
15 who commit the gravest human rights crimes, including genocide, crimes against humanity, and war crimes.

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

18 **I-49. Elimination of Discrimination**

19 The National Education Association is committed to the elimination of discrimination based on race, gender,
20 ethnicity, economic status, religion, disability, sexual orientation, gender identity, gender expression, age, and all
21 other forms of discrimination. *The Association believes that sanctions are both justified and necessary against*
22 *governments, organizations, businesses, and/or groups that utilize or support discriminatory practices. The*
23 *Association believes that any code, policy, or system of discrimination and exploitation in the workplace and in*
24 *schools must be eliminated. The Association also believes that nondiscriminatory cultural expression is a human*
25 *right. The Association further believes that it is important to eliminate discrimination against individuals wearing*
26 *natural hairstyles such as braids, twists, cornrows, and locs.*

27 The Association believes that in order to gain a more complete understanding of discriminatory oppression,
28 intersectionality must be recognized and addressed within leadership, schools, and communities in order to advance
29 the Association's social justice work. Intersectionality is the understanding of how a person's identities combine and
30 compound to create unique discriminatory experiences.

31 Honest and open conversation is a precursor to change. The Association encourages its members and all other
32 members of the educational community to engage in necessary conversations in order to examine assumptions,
33 prejudices, discriminatory practices, and their effects.

34 The Association believes that any code or system of discrimination and exploitation must be eliminated. [The
35 Association also believes that sanctions are both justified and necessary against governments, organizations,
36 businesses, and/or groups that utilize or support discriminatory practices.

37 The Association further believes that it is important to eliminate discrimination in the workplace or schools
38 against individuals wearing natural hairstyles such as braids, twists, cornrows, and locs. The Association believes
39 that wearing natural hairstyles is a human right.] (1976, 2021)

40 **I-51. Discrimination by Organizations**

41 The National Education Association believes that organizations, *including the Association and its affiliates*, are
42 strengthened by offering membership, *providing leadership opportunities, and ensuring full and effective*
43 *participation* on a nondiscriminatory basis.

44 The Association shall use the facilities of and/or participate in programs sponsored only by organizations and/or
45 their auxiliaries that do not deny membership to certain segments of our society on a discriminatory basis when such
46 denials are not related to the stated purposes of the organization. The Association encourages its affiliates to do the
47 same.

48 The Association also believes that its members now holding membership in such organizations should work
49 actively from within for the total elimination of such exclusionary clauses. (1974, 2015)

1 **New I. Observances Celebrating Women**

2 *The National Education Association believes in the importance of celebrating women as heroines for both*
3 *their broad and specific contributions to society. The Association also believes that these celebrations must*
4 *recognize the intersectionality, challenges, and triumphs of women who identify as Native People and Asian,*
5 *Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander people. The Association*
6 *further believes that these celebrations must also recognize the intersectionality, challenges, and triumphs of*
7 *women who are transgender and non-binary. (2022)*

8 **New I. Observance of Juneteenth**

9 *The National Education Association believes that Juneteenth should be a holiday in every U.S. state,*
10 *territory, and protectorate. The Association encourages the promotion and celebration of this day to*
11 *commemorate the fulfillment of the Emancipation Proclamation and the freedom of enslaved men, women, and*
12 *children in the United States on June 19, 1865. (2022)*

13 **J-3. Membership Participation in the Association**

14 The National Education Association believes that every member has the right *to equitable access* and obligation
15 to participate fully in the Association [without]. *Participation should be free from* fear, intimidation, retribution,
16 *marginalization*, or any forms of bullying *and harassment*.

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

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

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

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

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.