

NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA

2022-2023 NEA RESOLUTIONS

SUMMARY OF WINTER COMMITTEE MEETING ACTIONS

MARCH 4-5, 2023

This document contains the complete 2022-2023 NEA Resolutions document, plus a summary of the work conducted by the NEA Resolutions Committee during its annual winter meeting. The summary and complete list of resolutions is made available to delegates for consideration prior to the virtual open hearing on resolutions on June 20, 2023 and the Representative Assembly on July 3-6, 2023.

The Resolutions Committee convenes for its final meeting of the year on July 1-2, 2023. 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, 2023.

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 4–5, 2023. 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 20, 2023 and Representative Assembly on July 3–6, 2023.

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, 2023 and prepares the *Report of the 2022–2023 NEA Resolutions Committee*, which contains all proposed revisions it has approved at both its winter and summer meetings and is recommending to the RA for final action. The report is posted to www.nea.org/ra and distributed to delegates on the morning of July 3, 2023.

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 on the first day of the Representative Assembly. After 4:00 pm 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.

Overall there are three primary delegate resources for resolutions work at the RA:

- **Summary of Winter Actions** (this booklet) for reviewing existing resolutions and for proposing amendments at the open hearing on resolutions on June 20, and—through 4:00pm on the first day of the RA—for proposing amendments to resolutions that do not appear in the committee's final report published on July 3.
- **Report of the 2022–2023 NEA Resolutions Committee** for reviewing the final recommendations of the committee and for proposing changes to any resolutions appearing in the report through 4:00pm on the first day of the RA.
- **RA Today** daily newspapers for delegates and delegations to prepare for the amendments and the order they will be considered when the Resolutions chairperson presents the committee's report at the RA, and for proposing amendments to proposed resolutions amendments officially appearing in the daily *RA Today*. Such items must be submitted no later than two hours before the opening of the RA on the day on which resolutions are to be considered by the body.

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 Resolutions Committee conducted its annual winter meeting online on March 4–5, 2023. The committee considered and took action on more than twenty items on its agenda containing proposals from NEA members to amend existing resolutions or to adopt new resolutions. Changes recommended by the committee appear on the following pages and form the preliminary draft for its 2023 report, published on July 3 for consideration and final action by RA delegates. The committee has established standing subcommittees on a range of topics reflected through the goal area structure of the NEA Resolutions document as set forth 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 20, 2023 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 2022–2023 NEA Resolutions Committee* provides a draft of recommended amendments based on the work of the Resolutions Committee at its winter meeting on March 4–5, 2023. The proposed changes provided here are for presentation and discussion purposes during the virtual Open Hearing on NEA Resolutions for delegates scheduled for June 20, 2023, 7:30pm–9:00pm EDT.

Following the open hearing the Resolutions Committee convenes for its summer meeting on July 1–2, 2023, 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 2022–2023 NEA Resolutions Committee* represent the final recommendations of the committee. For information on 2023 consideration of the final report by delegates, please refer to the procedures at the end of this document.

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 (2023).

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E-4. Selection and Challenges of Materials and Teaching Techniques

The National Education Association believes that democratic values can best be transmitted in an atmosphere that does not restrain free inquiry and learning. The Association also believes that quality teaching depends on the freedom to select materials and techniques. Teachers and school library media specialists must have the right to select and use materials and techniques without censorship or legislative interference. States, school districts, and educational institutions must include teachers and faculty as full voting members on textbook and curriculum review and adoption committees. Participation must be voluntary and compensated.

The Association deplores prepublishing censorship, book-burning crusades, and attempts to ban books from school library media centers and school curricula. Challenges to the choice of instructional materials and techniques must be orderly and objective, under procedures mutually adopted by professional associations and school governing boards.

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 avoid biases
- e. Support multicultural education and cultural competence
- f. Address divergent points of view
- g. Contain sufficient activities to teach the concepts
- h. Provide for the evaluation of higher level thinking
- i. Be historically and factually accurate
- j. Be inclusive of all ethnic groups[.]
- k. ***Be inclusive of the LGBTQ+ community.***

Instructional materials and equipment must be provided in sufficient variety and quantity to serve all students. (1969, 2021)

H-11. Environmental Responsibility

The National Education Association believes that businesses [and], governmental agencies, ***and organizations*** should be responsible for composting practices and for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.

The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school systems and educational institutions in developing purchasing policies using these criteria.

The Association also believes that [business] ***businesses***, [and] governmental agencies, ***and organizations*** should dispose of waste in a manner that will have the least possible impact on the environment.

The Association further believes that it is our collective duty to be leaders in practicing environmental responsibility. (1990, 2017)

I-13. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society free from racial [bias and racial] ***and social biases and*** disparities. The Association calls for statutes and practices that create a country free from barriers of race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, gender identity, gender expression, age, disability, size, veteran status, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All individuals must be assured a speedy and fair judicial process, including the right to habeas corpus, with free legal counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and expertise that will enable them to operate effectively in a democratic society.

The Association believes that any federal, state, or local law; executive order or presidential signing statement; or amendment to the U.S. or state constitutions or interpretation thereof that curtails basic civil rights is detrimental to a free and democratic society. Therefore, the Association believes that racial ***and social*** equity principles should be implemented at all levels of policymaking. (1969, 2021)

I-14. Human and Civil Rights of Children and Youth

The National Education Association believes that the human and civil rights of children and youth must be protected and opposes the exploitation of children and youth under any circumstances. The Association opposes [the early and forced marriage of children] *early and forced marriage, forced pregnancy, and forced child bearing of and by children and youth*. The Association recognizes [child and forced marriage] *these harmful practices* as [a violation] *violations* of human rights and calls for strengthened efforts to prevent and eliminate [this harmful practice] *them*.

The Association also believes that all children possess a fundamental civil right of access to a system of high quality public education grounded in the principles of adequacy and equity. The Association supports the rights of youth to safely access education and other human services during conditions of war, occupation, natural disaster, and civil strife.

The Association condemns the use of children and youth by organizations, governments, and political/military movements to advance their political objectives. The Association also condemns governments that subject young people to physical or mental abuse, violence, and unwarranted detention or incarceration. The Association opposes the impressment or acceptance of minors into the service of the armed forces of any government or into the service of revolutionary forces under any circumstances. The Association supports programs and other efforts to prevent and alleviate the effects of such trauma upon children and youth.

Children and youth in detention centers must be provided educational programs that include any special education services per a student's individualized education program (IEP) or a student's 504 plan to enable a student to become a contributing member of society. Educators in such centers must receive appropriate and ongoing professional development to provide instruction in life skills and learning skills.

The Association further believes that adolescent neurological development needs to be considered when the sentencing of juveniles is being determined. Therefore, the Association opposes the imposition of the death penalty, life imprisonment without parole, and prolonged solitary confinement for individuals whose offenses were committed prior to age 18. The Association condemns the practice of placing children and youth in trouble in abusive environments, and opposes the placement of children and youth who are not charged with any offense in facilities with persons who are charged with criminal offenses. The Association believes that there must be separate facilities for the detention and for the incarceration of children and youth and supports the development of alternatives to supplement the use of such facilities. (1988, 2021)

I-51. Elimination of Discrimination

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

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

Honest and open conversation is a precursor to change. The Association encourages its members and all other members of the educational community to engage in necessary conversations in order to examine assumptions, prejudices, discriminatory practices, and their effects. (1976, 2022)

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 2022–2023 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 on the first day of the Representative Assembly. After 4:00 pm 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 2023 Representative Assembly will begin with Goal Area B and proceed through C, D, E, F, 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 NEA Standing Rule 7.

2022-2023 NEA RESOLUTIONS

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1	A. SERVE AS THE NATIONAL	66
2	VOICE FOR EDUCATION	67
3		
4	PUBLIC PERCEPTIONS OF EDUCATION	68
5		
6	A-1. Public Education	69
7	The National Education Association believes that continued	70
8	success of the United States as a participatory democracy and	71
9	as a world leader is dependent upon a shared national, state,	72
10	community, and individual commitment to excellence in public	73
11	education.	74
12	The Association also believes that public education is the cor-	75
13	nerstone of our social, economic, and political structure and is	76
14	of utmost significance in the development of our moral, ethical,	77
15	spiritual, and cultural values. The Association further believes	78
16	that excellence in public education requires that students achieve	79
17	mastery of learning so that they have the ability to use what has	80
18	been taught and have command of subjects sufficient for problem	81
19	solving, decision making, and further educational growth. The	82
20	Association supports high standards for teaching and learning	83
21	in which students become active participants in the mastery	84
22	process.	85
23	Therefore, each state must maintain a system of public educa-	86
24	tion that prepares its citizens to—	87
25	a. Achieve functional proficiency in English, with emphasis	88
26	on the development of basic reading, writing, speaking,	89
27	and listening skills	90
28	b. Compute effectively to procure and/or dispense services	91
29	and materials	92
30	c. Use critical thinking, creative thinking, and problem-	93
31	solving skills	94
32	d. Exercise attitudes of good citizenship, societal	95
33	productivity, and global awareness	96
34	e. Care for the environment	97
35	f. Appreciate the aesthetic and moral qualities of life	98
36	g. Formulate values that lead to continual growth and	99
37	self-fulfillment	100
38	h. Recognize and appreciate cultural, social, political, and	101
39	religious differences	102
40	i. Use leisure time effectively and develop sound physical	103
41	health habits	104
42	j. Develop knowledge and skills through experiences in	105
43	the practical/vocational and fine arts	106
44	k. Use a variety of technology effectively. (1969, 2017)	107
45		108
46	A-2. Educational Opportunity for All	109
47	The National Education Association believes that each stu-	110
48	dent has the right to a free public education suited to the needs	111
49	of the individual and guaranteed by state constitutions and the	112
50	United States Constitution. Public educational opportunities for	113
51	every American must be preserved and strengthened. Access to,	114
52	and opportunities for, postsecondary education should be widely	115
53	available, and no qualified student should be denied such oppor-	116
54	tunities because of financial considerations.	117
55	The Association also believes that all schools must be accred-	118
56	ited under uniform standards established by the appropriate	119
57	agencies in collaboration with the Association and its affiliates,	120
58	and that the accreditation process must provide sufficient flex-	121
59	ibility to enable individual schools to achieve educational excel-	122
60	lence and respond to the needs of their students and community.	123
61	The development of a periodic review of locally established pro-	124
62	grams should involve community members, parents/guardians,	125
63	students, teachers, and education support professionals. (1969,	126
64	2017)	127
65		128
		129
		130
	A-3. Shared Responsibility for Support of Public	66
	Education	67
	The National Education Association recognizes its responsi-	68
	bility to promote an understanding of the history and continuing	69
	importance of public education and to support public education	70
	and public education employees. The Association encourages	71
	wide community and parental participation in achieving and	72
	maintaining educational excellence. The Association believes	73
	that school boards and other stakeholders also have a respon-	74
	sibility to promote public understanding of the importance of	75
	public schools.	76
	The Association also believes that public education should be	77
	publicly and democratically controlled, without undue influence	78
	in decision making on the part of any private interests, including,	79
	but not limited to, business concerns and philanthropic organiza-	80
	tions. (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 a great public	90
	school for every student. 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. Ensuring safe and racially just schools	104
	i. Connecting students, parents/guardians, and educators	105
	to the community. (2012, 2022)	106
		107
	A-5. Parental Involvement	108
	The National Education Association believes that a com-	109
	munity engaged in the life of its public schools is paramount	110
	to the future of public education. Parents/guardians who are	111
	active participants in the education of their children increase	112
	the likelihood of the achievement of educational excellence. In	113
	coordination with other stakeholders, parents/guardians must	114
	set high expectations for student behavior and academic success	115
	and provide the encouragement and support for all students to	116
	achieve their full potential.	117
	The Association also believes that laws which circumvent	118
	authentic parental and community involvement are detrimental	119
	to the partnership between parents and educators.	120
	The Association further believes that innovative programs	121
	should be developed and resources committed to promote and	122
	increase family and community involvement in public schools	123
	and to promote and increase the involvement of education	124
	employees in the community. The Association encourages its	125
	affiliates to work collaboratively with the community in estab-	126
	lishing such programs and finding the resources necessary to	127
	make the programs successful.	128
	The Association believes that parents/guardians should be	129
	encouraged to visit their children's schools and communicate	130

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

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	f.	Provide professional development for all education employees prior to implementation of the system	68
4			69
5	g.	Use multiple assessment tools that are universally designed and sources of data that are meaningful, relevant, valid, and reliable	70
6			71
7	h.	Include necessary accommodations and modifications to maximize the success of all students	72
8			73
9	i.	Include measures to improve school accountability	74
10	j.	Identify how the school as a unit achieves its goals	75
11	k.	Identify and address the internal and external factors that impact student learning and development	76
12			77
13	l.	Provide for the timely dissemination of assessment results to all stakeholders	78
14			79
15	m.	Be applied in a fair and equitable manner	80
16	n.	Include periodic evaluation and modification of the system	81
17			82
18	o.	Provide for the development of a school improvement plan	83
19			84
20	p.	Include a formal appeals process for every school that is being targeted with academic sanctions or any other form of takeover	85
21			86
22	q.	Include provisions to keep students and educators safe in times of crises. (1971, 2021)	87
23			88
24			89
25			90
26			91
27			92
28			93
29			94
30			95
31			96
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43			108
44			109
45			110
46			111
47			112
48			113
49			114
50			115
51			116
52			117
53			118
54			119
55			120
56			121
57			122
58			123
59			124
60			125
61			126
62			127
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—

- An increasing portion of public funds should be for direct instruction of students.
- The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.
- Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.
- Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.
- Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.
- 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.

- 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.
- State and federal mandates affecting public education programs must be accompanied by adequate and equitable funding.
- 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.
- 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.
- 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.
- Funding should be greater for students facing social, economic, and/or education challenges.
- 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.
- 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.
- Public funds must not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.
- 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.
- 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.
- Full-day, every day kindergarten programs should be fully funded.
- Federal, state, and, as appropriate, local governments should provide funds sufficient to make prekindergarten available for all three- and four-year-old children.
- 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.
- Public funds should be based on student enrollment rather than student attendance
- 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 non-	68
4	sectarian preK through 12 private schools or to nonpublic school	69
5	students in preK through 12 education, unless such revenues	70
6	are used for educational services that are not available in public	71
7	schools to which students have reasonable access. (1997, 2021)	72
8		73
9	A-15. Federal Financial Support for Education	74
10	The National Education Association believes that the federal	75
11	government has a legitimate and proper concern and responsibil-	76
12	ity for the quality of public education provided to its citizens.	77
13	The federal government should—	78
14	a. Ensure equity and adequacy of educational opportunity	79
15	for all	80
16	b. Collect basic data to be used in public schools and to	81
17	engage in research, development, and consultation	82
18	activities that support quality state and local education	83
19	programs	84
20	c. Grant supplemental aid to states that are not able to	85
21	raise adequate funds to provide all students with a high-	86
22	quality education and to provide funding to support	87
23	state and local government efforts in pursuit of national	88
24	interests in public education.	89
25	Federal funding formulas should reflect the most current and	90
26	accurate accounting of the public school population; measure-	91
27	ments of poverty; and the state's ability to raise adequate funds.	92
28	The Association also believes that funding for federal programs	93
29	should be substantially increased, not merely redistributed	94
30	among states or other federal initiatives.	95
31	The Association further believes that there should be federal	96
32	support for education whereby—	97
33	a. The federal government assumes a full partnership	98
34	role with local school districts by providing significant	99
35	levels of federal funding for elementary and secondary	100
36	education through a program of general aid and	101
37	categorical assistance along with the mandatory full	102
38	funding of mandated federal programs.	103
39	b. Federal education funding is clear and identifiable within	104
40	the federal budget.	105
41	c. Federally funded instructional programs have maximum	106
42	teacher involvement in their development at the federal	107
43	level and must be implemented at the local level only	108
44	after the involvement and approval of the recognized	109
45	bargaining agent or local affiliate.	110
46	d. Advisory committees for federally funded programs	111
47	reflect the ethnic makeup of local communities and	112
48	maintain a gender balance to ensure accountability and	113
49	equity. Parents/guardians, students, and educators should	114
50	be included as members of these committees	115
51	e. The amount of aid is generally predictable for long-range	116
52	planning and specifically predictable for year-to-year	117
53	planning.	118
54	f. Federal legislation complies with civil rights statutes and	119
55	is consistent with the constitutional provision respecting	120
56	the establishment of religion and provides for judicial	121
57	review as to its constitutionality.	122
58	g. Categorical funding is assured in areas such as special	123
59	education, bilingual/English as a second language, and	124
60	the economically/educationally disadvantaged.	125
61	The Association believes that federal monies budgeted for	126
62	preK through adult education must be equitably and adequately	127
63	expended for public education. The Association opposes any	128
64	federal legislation, laws, or regulations that provide funds, goods,	129
65	or services to sectarian schools. The Association also opposes	130
	providing such funds, goods, or services to nonsectarian 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 Association con-	
	demns and deplores 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 educa-	
	tion 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 system,	
	revenue from trust lands should be used to supplement, not sup-	
	plant, revenue for general fund education budgets. (2008)	
	A-17. 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 forgive-	
	ness requirements and repayments, should occur before the	
	financial burden is incurred by the participant. Any additional	
	training and programming that is required for education employ-	
	ment should also not incur a financial burden. (2022)	
	A-18. 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 institu-	
	tions and governmental agencies. (1986, 2015)	
	A-19. 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)	
	A-20. 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	

1	discrimination. The dissemination of grants should not be used	
2	to influence university decisions and policies.	
3	The Association also believes that the process of study and	
4	research grants provided should not influence undergraduate or	
5	graduate curricula until such time as the research is completed	
6	and systematically integrated into the curricula.	
7	The Association further believes that our national economic	
8	well-being is dependent upon the expansion of the highest	
9	quality research and training in our professional and graduate	
10	schools as well as the recruitment and training of a diverse and	
11	highly skilled workforce.	
12	The Association believes that academic freedom applies to	
13	research and the dissemination of research results. (1985, 2001)	
14		
15	A-21. Public Education/National Defense	
16	The National Education Association believes that mainte-	
17	nance of a strong system of public education is paramount to	
18	maintaining a strong national defense. Whenever there is a	
19	redirection of resources from military purposes, the Association	
20	supports a policy of economic conversion to facilitate the orderly	
21	redirection of such resources to alternative civilian uses, with	
22	public education being one of the highest priorities. (1985, 2007)	
23		
24	A-22. Federal Impact Aid	
25	The National Education Association supports funding to	
26	maintain quality education for students in school districts	
27	impacted by federal policies, lands, activities, and installa-	
28	tions. The Association believes that a permanent solution to the	
29	financial problems of severely impacted school districts must be	
30	developed. (1970, 2015)	
31		
32	A-23. Educational/Economic Stability of States	
33	The National Education Association believes that the edu-	
34	cational well-being of the country depends upon the economic	
35	health of each of the regions, states, and localities.	
36	The Association supports efforts to alleviate the effects of	
37	unemployment and supports retraining and appropriate job-	
38	creation legislation.	
39	The Association also supports efforts to correct policies that	
40	contribute to the particular economic difficulties of individual	
41	regions, states, and localities. (1981, 1993)	
42		
43	A-24. Tax Reform	
44	The National Education Association supports tax reform and	
45	believes that it should—	
46	a. Increase tax fairness and raise revenue necessary	
47	to finance quality public education and other public	
48	services	
49	b. Eliminate regulations that shift the tax burden to the less	
50	affluent	
51	c. Prevent excessive reliance on property tax or any other	
52	single tax	
53	d. Reflect the findings of comprehensive studies of the total	
54	individual and corporate tax burden	
55	e. Assure a tax burden distribution that reflects the ability	
56	to pay and that safeguards family subsistence	
57	f. Assure that statewide uniformity in property tax effort	
58	be required	
59	g. Provide funding for public education that ensures	
60	adequacy and equity of resources	
61	h. Not be used to place arbitrary maximum limits on	
62	any state or local government's ability to spend or tax,	
63	particularly since such limits have a negative impact on	
64	the full funding of schools	
65		
	i. Eliminate tax laws and rulings that are harmful to	66
	education employees and educational needs	67
	j. Attract expatriated business and investment to return to	68
	benefit our American economy	69
	k. Encourage penalties to corporations that move their	70
	interests abroad to avoid tax liabilities	71
	l. Provide for public funding of national political campaigns	72
	to enable greater equity in access to the political process	73
	m. Restructure the alternative minimum tax (AMT) by	74
	indexing it to inflation at the AMT's original level. (1978,	75
	2009)	76
		77
	A-25. Privatization and Subcontracting Programs[†]	78
	The National Education Association believes in promoting	79
	the importance of quality public education, the principle of	80
	separation of church and state, the economic security of public	81
	education employees, and racial integration in the public schools.	82
	The Association opposes any privatization or subcontracting	83
	arrangement that—	84
	a. Has the potential to reduce the resources that otherwise	85
	would be available to achieve and/or maintain a system	86
	of quality public education or the potential to otherwise	87
	negatively impact on public education	88
	b. Allows public funds to be used for religious	89
	education or other religious purposes or that	90
	otherwise weakens the wall of separation between	91
	church and state	92
	c. Places the economic security of public education	93
	employees at risk, without regard to individual job	94
	performance, so that the services in question can be	95
	performed by private sector employees	96
	d. Replaces services that are, or could feasibly be, provided	97
	by the public schools	98
	e. Has the purpose or effect of causing or maintaining	99
	racial segregation in the public schools	100
	f. Has not been agreed to by the affected affiliate. (2000)	101
		102
	A-26. Voucher Plans and Tuition Tax Credits	103
	The National Education Association believes that voucher	104
	plans, tuition tax credits, or other funding/financial arrange-	105
	ments that use tax monies to subsidize preK through 12 private	106
	school education can undermine public education; reduce the	107
	support needed to adequately fund public education; cause	108
	racial, economic, and social segregation of students; and threaten	109
	the constitutional separation of church and state that has been a	110
	cornerstone of American democracy.	111
	The Association opposes voucher plans, tuition tax credits,	112
	or other such funding arrangements that pay for students to	113
	attend sectarian schools. The Association also opposes any such	114
	arrangements that pay for students to attend nonsectarian preK	115
	through 12 private schools in order to obtain educational ser-	116
	vices that are available to them in public schools to which they	117
	have reasonable access.	118
	The Association also believes that any private school or	119
	agency that receives public funding through voucher plans, tax	120
	credits, or other funding/financial arrangements must be subject	121
	to all accountability measures and regulations required of public	122
	schools. The Association believes tax-exempt status should be	123
	denied to those institutions whose policies and/or practices pre-	124
	vent the integration of the institutions. (1970, 2014)	125
		126
		127
		128
	[†] See <i>NEA Handbook</i> for the Policy Statement on Privatization and Sub-	129
	contracting adopted by the 2000 Representative Assembly, which sets forth	130
	the Association's full position dealing with this subject.	

1	A-27. Educational Bureaucracy	
2	The National Education Association believes that expanding	
3	the educational bureaucracy severely limits optimal classroom	
4	instruction. Affiliates should work toward a teacher-led educa-	
5	tional system that will reduce bureaucracy. (1977, 1996)	
6		
7	A-28. For-Profit Schools†	
8	The National Education Association believes that there is	
9	an inherent conflict between serving the needs of children and	
10	serving the needs of stockholders in an educational setting, and	
11	opposes education for profit. (2000)	
12		
13	A-29. Funding for Extracurricular Programs	
14	The National Education Association believes that every	
15	public school student must have an opportunity to participate in	
16	school-sanctioned and funded extracurricular programs.	
17	The Association urges that equitable funds for transportation,	
18	facilities, equipment, and remuneration of staff be provided for	
19	all school-sanctioned extracurricular activities. Funding should	
20	be equitably distributed between athletic and nonathletic extra-	
21	curricular activities. The Association also believes that extracur-	
22	ricular fundraising is not an acceptable substitute for district	
23	funding of extracurricular activities. (1975, 2001)	
24		
25	A-30. Local Education Foundations	
26	The National Education Association believes that local	
27	education foundations (LEFs) can strengthen the educational	
28	objectives of a school system by supporting programs that will	
29	enhance the approved school curriculum. LEFs are nonprofit	
30	organizations whose boards represent local community and	
31	education leaders. Each LEF is unique in its operation with	
32	the purpose of generating resources for local public education	
33	programs.	
34	The Association also believes that LEFs should be separate	
35	from the local board of education and district administration	
36	and must not supplant local budgets. The Association further	
37	believes that education employees in positions within an LEF-	
38	funded program must be a part of an existing collective bargain-	
39	ing unit or, in nonbargaining jurisdictions, must be subject to the	
40	existing legislation, employer policy, and/or other sources that	
41	establish the terms and conditions of employment. The Associa-	
42	tion believes that projects and programs developed by LEFs must	
43	not replace current educational programs offered by the district	
44	and must not displace members from assignments held in the	
45	district. The district must be reimbursed for the use of facilities,	
46	resources, or services at the full rate.	
47	The Association also believes that LEFs should grant awards	
48	to education employees in a fair, equitable, and nondiscrimina-	
49	tory process. LEFs should establish, publish, and implement	
50	clear guidelines for granting awards.	
51	The Association further believes that education employees	
52	included in LEF grant programs must be protected from reproach	
53	by school and/or community members. (2006, 2007)	
54		
55	QUALITY EDUCATION	
56		
57	A-31. School Improvement Process	
58	The Association believes that any school improvement pro-	
59	cess must, at a minimum—	
60	a. Involve all school staff as active partners in the	
61	development of the plan	
62		
63	† See <i>NEA Handbook</i> for the Policy Statement on Privatization and Sub-	
64	contracting adopted by the 2000 Representative Assembly, which sets forth	
65	the Association's full position dealing with this subject.	
	b. Provide the additional funding, resources, and assistance	66
	necessary to accomplish the plan	67
	c. Identify the responsibilities of each stakeholder—	68
	students, education employees, parents/guardians,	69
	community members, government, policymakers, social	70
	agencies, and taxpayers—in the implementation of the	71
	plan	72
	d. Provide time for planning, implementation, and	73
	reassessment	74
	e. Be consistent with education employees' rights and	75
	responsibilities as set forth in laws, contracts, policies,	76
	and/or local agreement processes. (1971, 2014)	77
		78
	A-32. Improving and Maintaining Educational Facilities	79
	The National Education Association believes that many edu-	80
	cational facilities are in a state of decay, neglect, and/or deterio-	81
	ration. The Association supports funding to modernize, expand,	82
	replace, and/or maintain these facilities in order to provide a	83
	safe, healthy, and effective teaching and learning environment	84
	for students and education employees.	85
	The Association also believes that the community, parents/	86
	guardians, students, and education employees must be effectively	87
	involved in the development of plans to modernize, expand, and/	88
	or replace facilities.	89
	The Association further believes that preventive maintenance	90
	in all facilities is equally important in achieving this goal.	91
	The Association believes that all students deserve classrooms	92
	that are contained in a permanent physical plant and that such	93
	classrooms should be appropriately equipped for optimal teach-	94
	ing and learning. The Association also believes that temporary	95
	or portable structures such as trailers are inherently inadequate	96
	substitutes for permanent structures. (1969, 2009)	97
		98
	A-33. Charter School Accountability†	99
	The National Education Association acknowledges the value	100
	set forth in the original conception of charter schools as innova-	101
	tors within local public school districts, provided such charter	102
	schools are authorized by and held accountable to local demo-	103
	cratically elected school boards or their equivalent, and meet	104
	certain basic procedural and substantive safeguards that apply	105
	to public schools. These basic safeguards protect schools in our	106
	communities as well as our nation's commitment to a free public	107
	education system that is accessible to all.	108
	The Association believes that the competitive market model	109
	of charter schools promising school improvement simply by way	110
	of introducing competition into local school systems is a failure,	111
	and that basic accountability to the community is the only way to	112
	ensure options that are high quality and demonstrate sustainable	113
	student growth. The Association also believes that handing over	114
	the education of our students to privately managed, largely unac-	115
	countable charter schools that do not answer to locally elected	116
	school boards or their equivalent jeopardizes student success,	117
	undermines the public education system, and harms our students	118
	and educators, particularly in communities of color.	119
	The Association further believes that all educators deserve	120
	the right to a collective voice through bargaining and represen-	121
	tation, and that an organized workforce is a better guardian of	122
	quality standards for students and educators alike. Educators in	123
	public charters therefore must be allowed to organize and fully	124
	participate in the union.	125
		126
		127
		128
	† See <i>NEA Handbook</i> for the Policy Statement on Charter Schools adopted	129
	by the 2017 Representative Assembly, which sets forth the Association's full	130
	position dealing with this subject.	

1	The Association supports both communities organizing for	66
2	quality public education and educators working together to	67
3	improve and hold accountable charter schools while supporting	68
4	state and local efforts to preserve public school funding and	69
5	services by eliminating such funding and services from unac-	70
6	countable privately managed charters that do not comply with	71
7	those basic safeguards and standards. (1993, 2017)	72
8		73
9	A-34. Takeover of Public Schools or Public School	74
10	Districts	75
11	The National Education Association believes that the locally	76
12	elected school board should govern the school district to pro-	77
13	vide an educational program designed to meet the needs of all	78
14	students in the district. School boards of public school districts	79
15	undergoing a program improvement process should maintain	80
16	their authority over school district business as duly elected offi-	81
17	cials of the school district.	82
18	The Association also believes that if a takeover of a public	83
19	school or a public school district occurs, current collective bar-	84
20	gaining agreements and due process rights must be maintained.	85
21	Employees of these public schools and public school districts	86
22	should remain bargaining unit members of local, state, and	87
23	national affiliates.	88
24	The Association further believes that federal, state, and local	89
25	support should be given to public schools and public school	90
26	districts undergoing a program improvement process. Support	91
27	should also be provided by local and state affiliates, as well as	92
28	the Association.	93
29	The Association believes that if charter schools are created to	94
30	replace public schools that have been taken over, they must follow	95
31	all current laws regarding charter schools and comply with the	96
32	Association's criteria for acceptable charter schools. (2006)	97
33		98
34	A-35. Federally or State-Mandated Choice/Parental	99
35	Option Plans	100
36	The National Education Association believes that federally	101
37	or state-mandated parental option or choice plans compromise	102
38	free, equitable, universal, and quality public education for every	103
39	student. Therefore, the Association opposes such federally or	104
40	state-mandated choice or parental option plans.	105
41	The Association also believes that local districts, in partner-	106
42	ship with state and federal governments, must provide a quality	107
43	education for every student by securing sufficient funding to	108
44	maintain and enhance excellence in each local public school	109
45	district.	110
46	The Association supports alternative programs for specific	111
47	purposes in the public schools. (1989, 2001)	112
48		113
49	A-36. School Restructuring	114
50	The National Education Association believes that prior to	115
51	consideration of school restructuring efforts, the school must	116
52	have had access to adequate resources to implement school	117
53	improvement plans. All school restructuring plans must employ	118
54	an open democratic process that meaningfully involves local	119
55	associations and other stakeholders in all decision making. Such	120
56	efforts must—	121
57	a. Adhere to collectively bargained labor agreements	122
58	b. Comply with all appropriate school board policies	123
59	c. Exhaust all viable evidence-based internal school	124
60	improvement plans that address the needs of the whole	125
61	child	126
62	d. Identify, analyze, and evaluate the impact of restructuring	127
63	and its funding	128
64	e. Deliberate restructuring proposals in open meetings and	129
65	public hearings	130
	f. Develop procedures and criteria that support and attract	
	staff transfers to/from restructured schools.	
	The Association also believes that education services in	
	restructured schools should continue to be provided by public	
	entities and public employees. (2006, 2012)	
	A-37. District Consolidation/Deconsolidation	
	The National Education Association believes that any pro-	
	posal 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 mean-	
	ingfully 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 dis-	
	tricts should remain bargaining unit members of local, state, and	
	national affiliates. (2008)	
	A-38. 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 innovative	
	use of media for improving instruction. It is essential that teach-	
	ers 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 reserva-	
	tion of at least 20 percent of the channel capacity of CATV sys-	
	tems 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-39. Community Education	
	The National Education Association believes that the rela-	
	tionship between schools and the community that surrounds	
	them is significant to the success of students and educators.	
	Community education programs are comprehensive and coordi-	
	nated 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 com-	
	munities they serve. The Association urges state affiliates to	
	become involved in the promotion, expansion, and implementa-	
	tion of community education programs and partnerships in their	
	states. (1977, 2021)	
	A-40. Rural Education	
	The National Education Association supports a strong rural	
	educational system; such a system should address rural needs	
	and incorporate local arts, culture, and economics. The Asso-	
	ciation believes in equitable educational programs, services,	
	and funding for rural schools that reflect the specific range of	
	conditions in rural areas. The Association also believes that the	
	strength of a rural educational system should not be dependent	

1 upon geographical location, population density, or consolidation
2 of rural schools. (1976, 2022)

3 4 **A-41. Urban Development**

5 The National Education Association believes that profes-
6 sional organizations should be concerned about the quality of
7 life in our cities and should advocate for policies or programs
8 concerning land use, zoning, urban development, economic
9 growth, plant closings, mass transit, rent subsidy, or other issues
10 vitally affecting patterns of community development and sub-
11 sequently the quality of education in our schools. (1974, 1988)

12 13 **A-42. U.S. Federal Schools**

14 The National Education Association believes that all federal
15 schools, except those under the control of the Bureau of Indian
16 Affairs, should come under the auspices of the U.S. Department
17 of Education.

18 The Association also believes that all dependents of U.S.
19 government employees in Department of Defense Education
20 Activity (DoDEA) schools should be afforded the opportunity
21 to attend such schools and opposes any attempt by Congress to
22 privatize these federal schools. (1980, 2002)

23 24 **B. ADVANCE THE CAUSE OF PUBLIC** 25 **EDUCATION FOR ALL INDIVIDUALS**

26 27 **LIFELONG LEARNING**

28 29 **B-1. Early Childhood Education†**

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

50 The Association further believes that early childhood educa-
51 tion programs should maintain small group size with appropri-
52 ate staff/child ratios for each age level. These programs must be
53 staffed by the appropriate ratio of teachers, administrators, and
54 support staff who are prepared in early childhood education and
55 child development. When two half-day sessions are taught by one
56 teacher, the total class load for both sessions should not exceed
57 the number of students in a first-grade class. Males should be
58 encouraged and recruited to enter and be actively involved in
59 early childhood education. Preparation programs for staff should
60 lead to credentials consistent with the educational standards in
61 each state.

62
63
64
65

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

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

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

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

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

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

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

The Association advocates the establishment of fully funded
early childhood special education programs. These programs
and necessary services should be readily accessible for children
with disabilities and staffed by certified/licensed teachers, quali-
fied support staff, and therapists. (1975, 2022)

121 122 **B-2. Middle School and Junior High School Programs**

123 The National Education Association recognizes the aca-
124 demic, personal, and special needs of the early adolescent or
125 middle school learner.

126 The Association encourages development of a curriculum
127 that establishes realistic academic challenges that include char-
128 acter development; career, vocational, and technical exploration;
129 and self-awareness that fosters positive self-esteem.

1	The Association believes in developmentally appropriate and	66
2	diversity-based curricula which create fair, respectful treatment	67
3	of all students and a learning environment that addresses cul-	68
4	tural competence, utilizes restorative practices and techniques,	69
5	and is free from the effects of implicit or explicit bias.	70
6	The Association also encourages the development of guid-	71
7	ance and counseling programs that stimulate parental and com-	72
8	munity involvement, and promote health services. (1976, 2021)	73
9		74
10	B-3. High School Diploma/Equivalency	75
11	The National Education Association supports the concept of	76
12	a high school education for all and believes that every student	77
13	should earn a high school diploma or its equivalent. The Asso-	78
14	ciation also believes in the value of academic preparation, school	79
15	attendance, and social interaction for meeting the requirements	80
16	of high school graduation.	81
17	The Association recognizes that in some instances the use of	82
18	high school equivalency tests is acceptable when the best inter-	83
19	ests of the students are served. The Association also believes that	84
20	high school equivalency testing can be misused and can have a	85
21	negative impact.	86
22	The Association believes that any state or district plan to use	87
23	equivalency testing as the basis for qualification for a high school	88
24	diploma should be developed cooperatively by classroom teach-	89
25	ers, certified/licensed specialized instructional support person-	90
26	nel, administrators, and governing boards. (1976, 2015)	91
27		92
28	B-4. Dropout Prevention	93
29	The National Education Association believes high school	94
30	graduation must be a federal, state, and local priority.	95
31	The Association also believes that education systems should	96
32	collaborate with parents/guardians and the broader community.	97
33	Together, they should provide intervention, social/emotional	98
34	and legal support, academic assistance, retention counseling,	99
35	and career programs to ensure that preK through 12 students	100
36	remain in school through the completion of high school gradu-	101
37	ation requirements. The Association further believes that school	102
38	counselors, social workers, nurses, psychologists, and other pro-	103
39	fessionals who support the social-emotional and mental health of	104
40	students are essential to dropout prevention. Education systems	105
41	should conduct regular school climate assessments to determine	106
42	the level of support in place to address students' needs.	107
43	The Association believes that student pregnancy impacts the	108
44	educational, social, and economic lives of young people, as well	109
45	as their health. Therefore, any dropout prevention efforts should	110
46	also provide resources and supports for pregnant students and	111
47	students who give birth, including, but not limited to, social-	112
48	emotional support, new parent counseling, lactation support,	113
49	guidance of navigating or accessing medical treatment, clean	114
50	and comfortable lactation spaces, support with child care, and	115
51	support in finding and accessing other community resources.	116
52	These students should also have access to extended learning,	117
53	flexible hours, hybrid learning, and other continuing education	118
54	options.	119
55	The Association also believes that the disaggregation of	120
56	graduation rate data is essential to identify and to implement	121
57	appropriate interventions for highly-impacted groups and indi-	122
58	viduals. (2008, 2022)	123
59		124
60	B-5. Expanding Student Graduation and Promotion	125
61	Options	126
62	The National Education Association believes that public	127
63	high schools should employ multiple graduation and promo-	128
64	tion options and create partnerships with colleges, alternative	129
65	schools, and vocational, career and technical programs. These	130
	options also serve as valid indicators of readiness for postsec-	
	ondary opportunities. (2008, 2017)	
	B-6. Postsecondary Opportunities	
	The National Education Association believes that all stu-	
	dents should be prepared for, and have equitable access to, all	
	postsecondary opportunities. The Association also believes that	
	recruitment efforts for postsecondary opportunities should be	
	equitably implemented, in collaboration with schools, so that	
	no individual or community is disparately targeted or excluded	
	based on their race, age, socioeconomic status, gender, sexual	
	orientation, gender identity, gender expression, ability, ethnicity,	
	immigration status, or religion. (2022)	
	B-7. Higher Education	
	The National Education Association supports higher educa-	
	tion from fully accredited institutions as an essential part of the	
	education process. Higher education is postsecondary education	
	that provides college credit and/or certification/licensure. The	
	Association believes that postsecondary education serves an	
	invaluable function for intellectual development, research and	
	scholarship, career preparation, and preparation for life.	
	The Association also supports access to postsecondary pro-	
	grams for all qualified students without regard to age, gender,	
	sexual orientation, gender identity, gender expression, dis-	
	ability, race, military registration status, or ability to pay. The	
	Association also believes that postsecondary institutions should	
	not penalize degree-holding students who return to upgrade or	
	develop new skills.	
	The Association further supports fully funded, guaranteed	
	student loan and grant programs, including fully funded health	
	care insurance. Guaranteed loans should be made available for	
	all students. Criteria for grants should include the total financial	
	situation of the family, other family members currently enrolled	
	in institutions of higher education, and parents'/guardians' abil-	
	ity to contribute financially.	
	The Association further believes that clear admission and	
	graduation standards, careful student counseling, tutorial and	
	other support services, the right to complete coursework during	
	or after the quarter/semester missed due to documented extended	
	illness, active participation of students in their own learning,	
	and a thoughtfully articulated curriculum can significantly help	
	increase the number of students successfully completing their	
	degrees.	
	The Association believes that all courses must be offered	
	with sufficient frequency and with a sufficient number of sec-	
	tions to enable students to graduate within the time prescribed	
	for each program.	
	The Association urges the nation's colleges and universities	
	to develop, in cooperation with the Association, a uniform for-	
	mula to evaluate credit hours. (1980, 2021)	
	B-8. Adult Education	
	The National Education Association supports adult educa-	
	tion programs that provide lifelong educational and career	
	opportunities. Adult education is the practice of educating adults	
	through non-college credit classes. The Association recognizes	
	the importance of high school completion, English language	
	acquisition, parenting education, career training, and other adult	
	education programs that provide students with an opportunity to	
	become productive, effective, racially just, culturally competent,	
	and responsible parents, citizens, and community members.	
	The Association believes that to have access to adult educa-	
	tion programs, adult education students with minor children	

1	should have child care available at their educational sites during	66
2	class time. (2006, 2022)	67
3		68
4	B-9. Critical Thinking	69
5	The National Education Association believes that critical	70
6	thinking is an essential part of a well-rounded education. The	71
7	Association also believes that educators play a vital role in teach-	72
8	ing critical thinking skills through developmentally appropriate	73
9	practices. The Association further believes that developmentally	74
10	appropriate practices enable students to analyze, synthesize,	75
11	evaluate, determine the importance and relevance of arguments	76
12	and ideas, and identify erroneous or fallacious reasoning and	77
13	logic. (2019)	78
14		79
15	B-10. Independent Reading Skills	80
16	The National Education Association believes that it is critical	81
17	that students become independent readers to succeed in school	82
18	and life. Reading instruction, with appropriate intervention,	83
19	especially in the early grades, is essential for learning in all con-	84
20	tent areas and for achieving high standards. Students at all levels	85
21	should have access to independent reading choices through	86
22	school libraries in their buildings that are staffed by certified	87
23	school library teachers. Teachers at all levels should be encour-	88
24	aged to use certified school library teachers' expertise to address	89
25	the diverse needs of students.	90
26	The Association also believes that the acquisition of the	91
27	primary language spoken within the home is the foundation	92
28	for reading skills development. Emerging literacy skills begin	93
29	with the interaction and communication between children and	94
30	adults. An increased number of words spoken to a child dur-	95
31	ing language development increases future reading proficiency.	96
32	The Association further believes that schools and communities	97
33	should work together in raising awareness of the link between	98
34	language development and reading skills acquisition.	99
35	The Association believes that teachers' efforts to value and	100
36	promote reading should be supported by parents/guardians,	101
37	school library media specialists, other education employees, and	102
38	communities. (1998, 2017)	103
39		104
40	B-11. Effective Communication	105
41	The National Education Association believes it is critical	106
42	that students and educators become effective communicators in	107
43	school and in life through all forms of expression. Communi-	108
44	cation instruction is essential for learning in all content areas	109
45	and for achieving high standards. The Association also believes	110
46	that students must be culturally competent to be effective	111
47	communicators.	112
48	The Association further believes that educators' efforts to	113
49	value and promote effective communication should be supported	114
50	by parents/guardians, administrators, other education employees,	115
51	and communities. (2009, 2022)	116
52		117
53	EDUCATIONAL EQUITY	118
54		119
55	B-12. Class Size	120
56	The National Education Association believes that excellence	121
57	in the classroom can best be attained by small class size.	122
58	Optimal class sizes must be based on the needs of students,	123
59	grade level, subject area content, and physical facilities. The	124
60	Association also believes in proportionately lower class sizes in	125
61	programs for students with exceptional needs. The Association	126
62	further believes that networking and advocacy with stakeholder	127
63	groups can assist in the adoption of new policies that ensure	128
64	workload assignments are made to provide the maximum benefit	129
65	to exceptional students. The Association believes in working	130
	together with state and local affiliates to identify caseload issues	
	and promote workload-based systems that advance best prac-	
	tices. To further this goal, the Association also believes that state	
	departments of education should, on a yearly basis, collect and	
	report class size data that reflect the class size experienced by	
	most students. (1982, 2021)	
	B-13. Diversity	
	The National Education Association believes that a diverse,	
	equitable, and just society enriches all individuals. Similarities	
	and differences among race, ethnicity, color, national origin, lan-	
	guage, geographic location, religion, gender, sexual orientation,	
	gender identity, age, physical and mental ability, size, occupa-	
	tion, and marital, parental, or economic status form the fabric	
	of a society. Education should foster a vibrant, pluralistic, and	
	intrinsically equitable and just society that authentically reflects	
	diverse populations and cultural perspectives.	
	The Association further believes in the importance of obser-	
	vances, programs, and curricula that accurately portray and rec-	
	ognize the roles, contributions, cultures, and history of diverse	
	groups and individuals.	
	The Association encourages affiliates and members to	
	become part of programs and observances that may include	
	cultural and heritage celebrations and/or history months. (1995,	
	2022)	
	B-14. Racial Diversity Within Student Populations	
	The National Education Association believes that a racially	
	diverse student population is essential for all elementary/second-	
	ary schools, colleges, and universities to promote racial equality,	
	improve academic performance, and foster a robust exchange of	
	ideas. The Association also believes that a racially diverse stu-	
	dent population may not be achieved or maintained in all cases	
	simply by ending discriminatory practices and treating all stu-	
	dents equally regardless of race. Strategies should be encouraged	
	to enhance equity in the education of our students.	
	The Association further believes that, to achieve or maintain	
	racial diversity, it may be necessary for elementary/secondary	
	schools, colleges, and universities to take race into account in	
	making decisions as to student admissions, assignments, and/or	
	transfers. (1999, 2015)	
	B-15. Racism, Sexism, Sexual Orientation, Gender	
	Identity, and Gender Expression Discrimination	
	The National Education Association believes in the equality	
	of all individuals. Discrimination and stereotyping based on	
	such factors as race, gender, sexual orientation, gender identity,	
	gender expression, disability, ethnicity, immigration status,	
	occupation, and religion must be eliminated.	
	The Association also believes that plans, activities, and pro-	
	grams for education employees, students, parents/guardians, and	
	the community should be developed to identify and eliminate	
	discrimination and stereotyping in all educational settings. Such	
	plans, activities, and programs must—	
	a. Increase respect, understanding, acceptance, and	
	sensitivity toward individuals and groups in a diverse	
	society composed of such groups as American Indians/	
	Alaska Natives, Asians, Native Hawaiian or other Pacific	
	Islanders, Blacks, Hispanics, women, LGBTQ+ people,	
	and people with disabilities	
	b. Eliminate discrimination and stereotyping in curricula,	
	textbooks, resource and instructional materials,	
	activities, etc.	

1	c.	Foster the dissemination and use of nondiscriminatory and nonstereotypical language, resources, practices, and activities	66
2			67
3	d.	Eliminate institutional discrimination	68
4			69
5	e.	Integrate an accurate portrayal of the roles and contributions of all groups throughout history across curricula, particularly groups that have been underrepresented historically	70
6			71
7			72
8	f.	Identify how prejudice, stereotyping, and discrimination have limited the roles and contributions of individuals and groups, and how these limitations have challenged and continue to challenge our society	73
9			74
10			75
11			76
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13	g.	Eliminate subtle practices that favor the education of one student over another on the basis of race, gender, sexual orientation, gender identity, gender expression, disability, ethnicity, or religion	78
14			79
15			80
16			81
17	h.	Encourage all members of the educational community to examine assumptions and prejudices, including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities and growth of students and education employees	82
18			83
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20			85
21			86
22	i.	Offer positive and diverse role models in our society, including the recruitment, hiring, and promotion of diverse education employees in our public schools	87
23			88
24			89
25	j.	Coordinate with organizations and concerned agencies that promote the contributions, heritage, culture, history, and special health and care needs of diverse population groups	90
26			91
27			92
28			93
29	k.	Promote a safe and inclusive environment for all.	94
30		The Association encourages its affiliates to develop and implement training programs on these matters. (1996, 2021)	95
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B-16. American Indian/Alaska Native Education

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

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

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

- Involvement and control of the education of American Indian/Alaska Native students by their parents/guardians, communities, and educators
- Opportunities for higher education for all American Indian/Alaska Native students through direct governmental assistance in graduate and undergraduate programs
- Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
- Protection and maintenance of the integrity of American Indian/Alaska Native families and their tribal cultures so that, if children have to be removed from their home, placement should be determined by their tribe
- Recognition of American Indian/Alaska Native educators as role models
- The identification and removal of barriers for American Indians/Alaska Natives seeking certification and employment as educators

- Involvement of American Indians/Alaska Natives in professional development programs dealing with cultural pluralism and Native values
- American Indian/Alaska Native involvement in developing multicultural learning centers at higher education institutions
- English proficiency programs that are designed to meet the language needs of American Indian/Alaska Native students
- Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American Indians/Alaska Natives
- Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native students
- Coordination with American Indian/Alaska Native organizations and concerned agencies that promote the values, heritage, language, culture, and history of American Indian/Alaska Native peoples
- Dissemination of information and programs that include the values, heritage, language, culture, and history of American Indians/Alaska Natives
- Control of Native lands by American Indians/Alaska Natives
- Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level
- 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
- Prevention of disproportionate referral of American Indian/Alaska Native students into the criminal justice system for violations of school discipline policies. (1976, 2022)

B-17. 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—

- Programs establishing appropriate educational opportunities for Hispanic students
- Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics
- Recognition of Hispanic educators as role models
- Hiring, promotion, and retention of Hispanic educators at all levels of the education profession
- 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
- English proficiency programs that are designed to meet the language and cultural needs of Hispanic students
- Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics
- Assistance to affiliates in meeting the educational needs of Hispanic students
- English proficiency programs that are designed to meet the needs of Hispanic students

1	j.	Involvement of Hispanics in lobbying efforts for federal programs	66
2	k.	Involvement of Hispanic educators in developing educational materials used in classroom instruction	67
3	l.	Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture, and history of Hispanics	68
4	m.	Involvement of Hispanics in professional development programs dealing with cultural pluralism and Hispanic values	69
5	n.	Opposition to the resegregation of the public schools through overrepresentation in special education programs and underrepresentation in gifted programs	70
6	o.	Opposition to the resegregation of the public schools through overrepresentation and/or underrepresentation in charter schools	71
7	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	72
8	q.	Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level	73
9	r.	Prevention of disproportionate referral of Hispanic students into the criminal justice system for violations of school discipline policies.	74
10		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, 2022)	75
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1	c.	Recognition of Black educators as role models	B-24. Education of Students with Color Vision Deficiencies	66
2	d.	Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the education profession		67
3			The National Education Association believes that the needs of students with color vision deficiencies must be met. All educational materials that use color coding for referencing information should be accompanied by an alternate method of identifying these items of information such as numbering or labeling the names of each color.	68
4	e.	Involvement of Black educators in developing educational materials used in classroom instruction		69
5	f.	English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English		70
6			The Association strongly recommends that education employees working with students with color vision deficiencies receive preservice preparation and staff development that sensitize staff to students' needs. (2004, 2017)	71
7	g.	Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy rate among Black female students and encourage continued education, thereby increasing their participation in the work force		72
8				73
9				74
10			B-25. Student Peer Mentoring Programs	75
11	h.	Development of athletic programs that promote educational excellence, not just athletic power		76
12	i.	Opposition to the resegregation of the public schools through special classes, or through overrepresentation in special education programs and underrepresentation in gifted programs		77
13			The National Education Association supports student peer mentoring programs that provide the opportunity for academic and social support for all students. The Association believes that student peer mentoring programs should be supervised by appropriate staff. Such programs should be student-based and ongoing. (2004, 2017)	78
14	j.	Opposition to the resegregation of public schools through overrepresentation and/or underrepresentation in charter schools		79
15				80
16	k.	Dissemination of information and programs that include the values, heritage, language, culture, and history of Black Americans		81
17				82
18	l.	Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level		83
19				84
20	m.	Prevention of disproportionate referral of Black students and their parents/guardians into the criminal justice system for violations of school discipline and truancy policies. (1981, 2022)		85
21				86
22			B-26. Adult-to-Youth Mentoring Programs	87
23				88
24			The National Education Association believes that all children and youth should be provided the opportunity to participate in personalized adult-to-youth mentor programs, as needed, that ensure a beneficial relationship with at least one adult mentor. The Association also believes that such mentor programs should support the youth's academic success and overall well-being and should seek to recruit mentors who reflect the diverse identities of the youth they serve. (2022)	89
25				90
26				91
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32			B-27. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants	97
33				98
34			The National Education Association believes that, regardless of the immigration status of students or their parents, every student has the right to a free public education, including multilingual services and primary language instruction, in an environment free from harassment. The Association also believes that all parents should have equal access to all services provided by the school system regardless of their immigration status. The Association opposes Immigration and Customs Enforcement (ICE) operations on school property. The Association supports access to higher education for undocumented students and access to financial aid and in-state tuition to state colleges and universities in the states where they reside. The Association further believes that neither educational systems nor their employees are responsible for the determination and enforcement of legal residency status.	99
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1	B-29. Communication Between Educators and Non-	
2	English Speaking Parents, Guardians, and Caregivers	
3	The National Education Association believes that meaningful	
4	communication between educators and parents, guardians, and	
5	caregivers who lack English language proficiency is necessary to	
6	assist in their children's development and the family's integration	
7	into United States society. Such communication is especially	
8	important when communicating educational plans for students	
9	with special needs.	
10	The Association also believes that school districts should	
11	compile a directory of individuals fluent in specific languages	
12	who could be available to translate when necessary.	
13	The Association further believes that educators who fulfill	
14	the role of translator beyond the scope of their normal duties	
15	should be compensated at their equivalent hourly rate. (2005)	
16		
17	B-30. Equity for Incarcerated Persons	
18	The National Education Association believes that incarcerated	
19	persons, regardless of race, age, gender, sexual orientation,	
20	gender identity, gender expression, disability, ethnicity, immigration	
21	status, occupation, and religion are entitled to equal access	
22	to medical and mental health services as well as educational,	
23	recreational, and rehabilitative programs within all correctional	
24	systems.	
25	The Association also believes that when a student is incarcerated	
26	and has been identified as having a disability by standards	
27	of the Individuals with Disabilities Education Act or a 504 plan,	
28	the plans for the student should be implemented during the duration	
29	of the incarceration. (1990, 2022)	
30		
31	SPECIFIC PROGRAMS FOR INDIVIDUALS	
32		
33	B-31. Education of Gifted, Talented, and Creative	
34	Students	
35	The National Education Association believes that there must	
36	be educational programs and services for gifted, talented, and	
37	creative students, and supports federal and state funding for the	
38	education of these students. The Association also believes that	
39	there must be well-developed criteria and guidelines for identifying	
40	and teaching these students. Such identification must be	
41	culturally sensitive and must not discriminate on any basis other	
42	than the exceptionality being identified.	
43	The Association further believes that all students and their	
44	families, parents, guardians, and caregivers should be informed	
45	of their rights to have access to and testing for gifted education,	
46	alternative education options, and specialized programs.	
47	The Association acknowledges that historically marginalized	
48	groups are underrepresented in gifted and specialized education	
49	programs, and urges public school districts to have an inclusive	
50	approach to gifted education.	
51	The Association believes that culturally responsive professional	
52	development programs in gifted and talented education must	
53	be provided for all appropriate education employees.	
54	The Association urges its affiliates to promote the development	
55	and implementation of services and support for gifted children	
56	and their educators. (1980, 2022)	
57		
58	B-32. Educational Programs in Support of Lesbian, Gay,	
59	Bisexual, Transgender, Non-Binary, and Questioning	
60	Students	
61	The National Education Association supports appropriate	
62	and inclusive educational programs that address the unique	
63	needs and concerns of lesbian, gay, bisexual, transgender, non-	
64	binary, and questioning (LGBTQ+) students. The Association	
65	also supports efforts and contributions by educators, parents/	
	guardians, community leaders, organizations, and partners in	66
	the development of these programs. Specific programs should	67
	provide—	68
	a. Acknowledgement of the significant contributions of	69
	diverse LGBTQ+ persons in American history and	70
	culture	71
	b. Involvement of educators knowledgeable in LGBTQ+	72
	issues in the development of educational materials that	73
	integrate factual information about the history, social	74
	movements, and current events of LGBTQ+ people	75
	c. Developmentally appropriate local, state, and national	76
	resources. (2015, 2019)	77
		78
	B-33. Alternative Programs for At-Risk and/or Students	79
	With Special Needs	80
	The National Education Association recognizes that there	81
	must be increased development and maintenance of alternative	82
	programs to meet the needs of at-risk and/or students with	83
	special needs, preK through adult. The Association recommends	84
	early access to intervening services and appropriate identification	85
	and placement of these students. Teachers, related service	86
	providers, and administrators should receive necessary training	87
	in diagnostic processes and alternative methods of teaching and	88
	learning, including culturally responsive teaching practices.	89
	Appropriate training should also be provided to education support	90
	professionals. In addition, parents/guardians, school security	91
	personnel, and other school community members should be	92
	encouraged to acquire the training to effectively meet the needs	93
	of these students.	94
	Programs should include appropriate monitoring of student	95
	progress and emphasize a broad range of approaches for addressing	96
	students' differing behavioral patterns, interests, needs, cultural	97
	backgrounds, and learning styles. These programs must be	98
	evaluated on stated objectives and standards. Teachers in these	99
	programs must have a major role in designing the objectives and	100
	evaluations and working with appropriate school and community	101
	personnel to execute these objectives and evaluations.	102
	The Association believes that at-risk students who are	103
	assigned to an alternative placement due to disciplinary issues	104
	should be required to exhibit regular attendance and adequate	105
	academic and behavioral progress, in accordance with planned	106
	interventions for the students' individual needs, prior to their	107
	return to a regular educational setting.	108
	The Association also believes that the rights of students	109
	who are protected under the provisions of the Individuals with	110
	Disabilities Education Act and Americans with Disabilities Act	111
	must be preserved.	112
	The Association urges its affiliates to seek adequate compensation,	113
	planning time, materials, and facilities for all education	114
	professionals involved in these programs.	115
	The Association supports affiliate efforts that advocate for	116
	teachers seeking additional certification and the recruitment of	117
	teachers with certifications supporting at-risk youth.	118
	In higher education settings, faculty and education support	119
	professionals who are working with students with special needs	120
	should be provided with appropriate resources to accommodate	121
	these students' special requirements.	122
	The Association encourages its state affiliates to seek legislation	123
	that would require any person offering services to remediate,	124
	correct, or ameliorate reading, speech, language, behavioral,	125
	emotional, or learning disabilities, or related problems to be	126
	licensed under regulations of each state's department of public	127
	instruction or other appropriate agency. (1977, 2018)	128
		129
		130

1 **B-34. Educational Programs for English Language** 2 **Learners**

3 The National Education Association believes that English
4 Language Learners (ELLs) must have programs available to
5 them that address their unique needs and that provide equal
6 opportunity to all students, regardless of their primary language
7 or limited first language education. Programs for ELLs should
8 emphasize English proficiency while concurrently providing
9 meaningful instruction in all other curriculum areas. Designated
10 English language instruction should build toward proficiency
11 and include skill areas such as phonemic awareness, phonics,
12 fluency, vocabulary, and reading comprehension. In planning a
13 comprehensive program for ELLs, age, academic needs, individual
14 differences in language acquisition abilities, environmental
15 factors, and best teaching practices must be considered.

16 The Association also believes that ELLs should be placed
17 in bilingual education programs to receive instruction in their
18 native language from qualified teachers until such time as English
19 proficiency is achieved. If no bilingual programs are available,
20 these students should be taught in language acquisition and
21 development programs designed to meet their specific needs.
22 Students should be in classes that are limited in size. Methods
23 such as weighted formulas should be used. Additional staffing,
24 modified scheduling, and/or curriculum designed to accommodate
25 the demands of each ELL should be provided in order to
26 meet state and local educational expectations. Students should
27 not be enrolled in special education classes solely because of
28 linguistic difference. A student's English proficiency should be
29 taken into account and they should be tested in their primary
30 language when possible to determine whether special education
31 placement is necessary.

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

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

50 The Association values bilingual and multilingual competence
51 and supports programs that assist individuals in attaining
52 and maintaining proficiency in their native languages before and
53 after they acquire proficiency in English. Schools should provide
54 a pathway for students to apply for and obtain the Seal of Biliteracy.
55 (1981, 2022)

57 **B-35. Education of Speakers of Nonstandard English**

58 The National Education Association believes that students
59 who enter school as speakers of nonstandard English are learners
60 with unique needs, and these needs must be provided for in the
61 overall program in each local school district. The Association
62 also believes that programs for these students must provide equal
63 opportunity, should emphasize proficiency in standard English
64 that provides them the opportunity to succeed in all aspects
65 of daily life, and should concurrently provide meaningful

instruction in all other curriculum areas. The Association
advocates programs that begin with the linguistic proficiencies
demonstrated by entering students, and build a program from
that starting point.

The Association further believes that, in all cases, the students' linguistic and/or cultural backgrounds must be respected within the school setting. Students who speak nonstandard English must not be enrolled in special education classes solely because of linguistic differences. (1997, 2017)

51 **B-36. Education for All Students with Disabilities**

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

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

1	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.	66
2			67
3	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.	68
4			69
5			70
6	l.	All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, paraeducators, co-teachers, and special education teachers.	71
7			72
8	m.	The student's IEP should not be used as criteria for the evaluation of education employees.	73
9			74
10	n.	Communications must be maintained among all involved parties.	75
11			76
12	o.	Staff must not be reduced.	77
13	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.	78
14			79
15	q.	Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.	80
16			81
17	r.	Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.	82
18			83
19	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.	84
20			85
21	t.	Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.	86
22			87
23	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.	88
24			89
25	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.	90
26			91
27	w.	Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.	92
28			93
29	x.	Full funding must be provided by local, state, and federal governments.	94
30			95
31	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, 2022)	96
32			97
33			98
34			99
35			100
36			101
37			102
38			103
39			104
40			105
41			106
42			107
43			108
44			109
45			110
46			111
47			112
48			113
49			114
50			115
51			116
52			117
53			118
54			119
55			120
56			121
57			122
58			123
59			124
60			125
61			126
62			127
63			128
64			129
65			130

B-37. Educational Programs for Adolescent Parents

The National Education Association believes that school districts must meet the educational needs of adolescent students who are parents or who are about to become parents. Such students should not be discriminated against or denied equal educational opportunities.

The Association recommends programs for these students that include—	66
a. Flexible scheduling and attendance policies	67
b. Appropriate guidance in continuing/alternative education programs and productive employment	68
c. Career development skills	69
d. Development of self-esteem	70
e. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family planning, and parenting skills	71
f. On-site preschool and child care services	72
g. Free transportation. (1987, 2005)	73

B-38. Homebound Instruction

The National Education Association believes that homebound students, those educated in the home because of individualized student needs determined by established local school procedures, must receive instruction that follows the regular curriculum. This instruction must be implemented, documented, monitored, and assessed by a licensed teacher. The Association also believes that credits earned through such homebound instruction should be accepted toward promotion and/or graduation requirements. (1988, 2002)

B-39. Youth and Adult Training Programs

The National Education Association believes that public schools should be involved as an equal partner with government, labor, business, agriculture, and community-based groups in youth and adult employment and training programs. The Association also believes that these programs should supplement, and not supplant, the vocational, career, and technical education programs provided in public schools.

The Association further believes that the use of funds for and the duration of these programs should be flexible in order to accommodate the differing learning needs of students. The amount of funding should be predictable in order to facilitate year-to-year planning. These programs should provide opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations. (1980, 2006)

B-40. Education Through Service Learning and Community Service

The National Education Association believes that learning through voluntary community service should be encouraged as an integral part of a student's education. Participation by students in community service and service learning programs may be required for high school graduation or made available for elective credit. The Association also believes that school districts should work with community groups to provide students with the opportunity to participate in such programs.

Education employees who supervise students involved in these programs should be given appropriate compensation, planning time, program support, recognition, and time to evaluate the service and learning goals. Participation of education employees in such programs should be on a voluntary basis. (1990, 1997)

B-41. Junior Reserve Officer Training Corps

The National Education Association believes that the Junior Reserve Officer Training Corps programs, which exist within the public schools, must meet all local and state educational standards and policies, including the employment of fully licensed teaching personnel. Such programs should be subject to and conform to the provisions of the collective bargaining agreement. Any programs that currently do not meet said conditions should be brought into compliance. (1997, 1998)

1	B-42. Driver Education	
2	The National Education Association believes that driver edu-	66
3	cation courses that include both classroom and behind-the-wheel	67
4	experiences should be part of the education of all students and	68
5	should be taught by teachers licensed in driver education. (1980,	69
6	1998)	70
7		71
8	CURRICULUM CONTENT	72
9		73
10	B-43. Culturally Responsive Education	74
11	The National Education Association believes that cultur-	75
12	ally responsive education is critical to building equitable and	76
13	inclusive school curricula. The Association also believes that	77
14	culturally responsive education recognizes and embraces cul-	78
15	tural differences to create a more just learning environment. The	79
16	Association further believes that culturally responsive education	80
17	promotes recognition of individual and group differences and	81
18	similarities in order to reduce all forms of prejudice and dis-	82
19	crimination to develop self-esteem as well as respect for others.	83
20	Culturally responsive education seeks to develop a whole	84
21	school environment that is inclusive of cultural considerations	85
22	(e.g., curriculum, instructional materials, learning and testing,	86
23	respect for cultural differences, etc.). The development of a	87
24	culturally responsive environment is ever-evolving and ongoing.	88
25	A culturally competent pedagogy connects students' cultures,	89
26	languages, and life experiences with the school curriculum.	90
27	Leveraging a student's knowledge and experiences from their	91
28	families and communities helps them to access and connect with	92
29	the curriculum and develop their academic skills. (1981, 2022)	93
30		94
31	B-44. Global Citizenship Education	95
32	The National Education Association believes that global	96
33	citizenship education increases respect for and awareness of	97
34	the earth and its peoples. Global citizenship education imparts	98
35	information about cultures and an appreciation of our interde-	99
36	pendency in sharing the world's resources to meet mutual human	100
37	needs.	101
38	The Association also believes that curriculum and instruction	102
39	about regional and international conflicts must present a balanced	103
40	view, include historical context, and demonstrate relevancy and	104
41	sensitivity to all people. The achievement of this goal requires	105
42	the mastery of global communication and development of an	106
43	appreciation of the common humanity shared by all peoples.	107
44	The Association further believes that the goal of appreciation	108
45	for, respect of, and harmony within our global society depends	109
46	on a national commitment to strengthening the capability of the	110
47	educational system to teach students about global citizenship.	111
48	(1995, 2022)	112
49		113
50	B-45. Multiple World Language Education	114
51	The National Education Association believes that the acqui-	115
52	sition of multiple world languages is a vital part of the educational	116
53	experience and that those who leave school speaking more than	117
54	one language will be more competitive in the global market-	118
55	place. The Association also believes that the cumulative hours	119
56	of exposure to the target language during a student's educational	120
57	career is the most important determinant leading to fluency	121
58	and proficiency in a second language. Students should have the	122
59	opportunity to acquire age-appropriate world language skills	123
60	from an integrated curriculum throughout the preK through	124
61	higher education experience.	125
62	The Association further believes that educational software	126
63	may be used to improve or enhance the effectiveness of teacher	127
64	instruction as a supplementary resource and must not be used to	128
65	supplant teacher instruction.	129
		130
	The Association supports the maintenance of current pro-	
	grams and the further encouragement and development of world	
	language instruction and international studies at all educational	
	levels.	
	The Association recognizes the need for teacher preparation	
	programs for world language teachers and supports teacher and	
	student exchange programs. (1981, 2012)	
	B-46. Arts Education	
	The National Education Association believes that artistic	
	expression is essential to an individual's intellectual, aesthetic,	
	and emotional development. The Association also believes that	
	visual and performing arts transcend cultural barriers, foster	
	multicultural understanding, and enhance critical thinking skills.	
	The Association therefore believes that preK through 12 curricula	
	must include a balanced, comprehensive, and sequential program	
	of visual and performing arts instruction for all students. The	
	arts are defined as visual art, music, drama, dance, and media	
	arts. These students must be taught by teachers licensed in arts	
	in a facility or room designed and equipped for that purpose.	
	Resources must be provided to maintain and upgrade materials	
	and provide for emerging technologies.	
	The Association urges its state affiliates to become involved	
	in the promotion, expansion, and implementation of an academic	
	visual and performing arts program in curricula and as a require-	
	ment for high school graduation. The Association also urges its	
	state affiliates to advocate for equal access to high-quality visual	
	and performing arts programs, regardless of geographic loca-	
	tion. (1980, 2015)	
	B-47. Journalism Education	
	The National Education Association believes that freedom of	
	speech and press are fundamental principles in our democratic	
	society granted by the First Amendment of the United States	
	Constitution, and these freedoms provide all people, including	
	students, with the right to engage in robust and uninhibited dis-	
	cussion of issues in various student media.	
	The Association encourages schools to include a comprehen-	
	sive journalism curriculum that fosters unbiased freedom of the	
	press by educating a new generation of journalists and includes	
	opportunities for student-created media and publications. (2008,	
	2022)	
	B-48. Vocational, Career, and Technical Education	
	The National Education Association believes that preparation	
	of students for vocational, career, and technical jobs should be	
	the responsibility of secondary, adult, and higher education in	
	collaboration with labor and business. Educational programs	
	that ensure equal opportunity for occupational development and	
	encourage students to consider nontraditional vocations should	
	be developed for all students at all levels. Vocational, career, and	
	technical education should provide a comprehensive program of	
	lifelong learning for the training, advancement, and promotion	
	of all students.	
	The Association supports vocational, career, and technical	
	education as a major component of education and advocates that	
	every student have the opportunity to enroll in such classes with-	
	out restrictions. To be effective, vocational, career, and technical	
	education should be preceded by career awareness and explora-	
	tion programs. These vocational, career, and technical education	
	courses should be coordinated and integrated with traditionally	
	academic courses. These integrated programs should be com-	
	bined, when appropriate, with cooperative efforts on the part of	
	educators and industrial and business leaders to provide school-	
	to-work experiences for students. Organized vocational, career,	

1	and technical education programs offer a sequence of courses	66
2	that are directly related to the preparation of individuals in paid	67
3	or unpaid employment in current and emerging occupations. Such	68
4	programs shall include competency-based applied learning that	69
5	contributes to an individual's academic knowledge, higher-order	70
6	reasoning and problem-solving skills, work attitudes, interper-	71
7	sonal and collaborative skills, general employability skills, and	72
8	the occupational-specific skills necessary for economic indepen-	73
9	dence as a productive and contributing member of society.	74
10	The Association also believes that adequate resources must	75
11	be provided for educators to maintain, enhance, and expand	76
12	quality vocational, career, and technical education programs; to	77
13	procure up-to-date equipment and materials for those programs;	78
14	and to prepare students for a highly technical work environment.	79
15	The Association further believes that the involvement of educa-	80
16	tion employees, private sector employment and training program	81
17	personnel, and the labor and business communities is essential to	82
18	the development of quality vocational, career, and technical edu-	83
19	cation programs. The Association believes such resources should	84
20	be substantially increased, not merely redistributed among states	85
21	or other federal initiatives.	86
22	The Association supports vocational, career, and techni-	87
23	cal courses as an option for all students. The Association also	88
24	believes that placement into vocational, career, and technical	89
25	programs should be voluntary. (1976, 2010)	90
26		91
27	B-49. Career and Technical Student Organizations	92
28	The National Education Association believes that career and	93
29	technical student organizations are integral components of qual-	94
30	ity vocational, career, and technical education programs. Career	95
31	and technical student organizations provide students opportuni-	96
32	ties for leadership development, career preparation, and commu-	97
33	nity involvement. Active participation in a career and technical	98
34	student organization at the local, state, and national levels encour-	99
35	ages students to prepare for the adult roles of wage earner, com-	100
36	munity leader, and family member. (2001, 2017)	101
37		102
38	B-50. School-to-Work/Career Education	103
39	The National Education Association believes that a goal of	104
40	public education is to provide all individuals, preschool through	105
41	adult, opportunities to become effective, responsible, produc-	106
42	tive citizens. To achieve this goal, career education must be	107
43	interwoven into the total educational system and should include	108
44	programs in gender-free career awareness and exploration to	109
45	aid students in career course selection. These programs should	110
46	be combined with cooperative efforts on the part of educators	111
47	and leaders from labor, business, and the community to provide	112
48	school-to-work experiences that meet rigorous academic stan-	113
49	dards and are accorded the same level of accreditation as other	114
50	education programs.	115
51	The Association also believes that educational programs for	116
52	all students should offer a variety of exploratory career experi-	117
53	ences that are developmentally appropriate. In addition, these	118
54	programs should enhance self-esteem and assure equal opportu-	119
55	nity for career development and equal access to college and	120
56	university admissions. (1976, 2001)	121
57		122
58	B-51. Family and Consumer Sciences Education	123
59	The National Education Association believes that family	124
60	and consumer sciences education programs prepare students to	125
61	manage, with reason and creativity, the challenges across the life	126
62	span of living and working in a global society.	127
63	The Association also believes that family and consumer sci-	128
64	ences education programs should—	129
65		130
	a. Follow national standards as set forth by the appropriate	66
	professional organizations	67
	b. Be developmentally appropriate	68
	c. Be cooperative in nature and culturally sensitive. (2005)	69
		70
	B-52. Physical Education	71
	The National Education Association believes that physical	72
	activity and exercise are essential for good health and must be	73
	encouraged during the developmental years of students. The	74
	Association also believes that a comprehensive program of phys-	75
	ical education should be provided daily in grades preK through	76
	adult in or on facilities designed for that purpose. Physical educa-	77
	tion programs and curricula should follow national standards as	78
	set forth by the appropriate professional organizations; should be	79
	developmentally appropriate, sequential, cooperative in nature,	80
	and culturally responsive and gender inclusive; and should—	81
	a. Emphasize physical activity, fitness, exercise, and	82
	good health; skills of sports, games, dance, and basic	83
	movement; and related concepts and knowledge	84
	b. Assess students, including physical fitness testing, as	85
	a culmination of preparatory activities, and develop a	86
	fitness plan that is tracked for progress	87
	c. Include instruction in basic lifesaving techniques	88
	d. Provide for the special needs of students with low fitness,	89
	physical disabilities, or learning disabilities	90
	e. Be taught by teachers licensed in physical education	91
	f. Be taught with the same student/teacher ratio as other	92
	grade-level class sizes and be provided the same amount	93
	of planning time	94
	g. Provide staff training on policies and procedures that	95
	address issues of sexual orientation, gender identity, and	96
	gender expression. (1991, 2022)	97
		98
	B-53. Family Life Education	99
	The National Education Association recognizes the myriad	100
	family structures in society and the impact of these family	101
	structures and other close personal relationships on the quality	102
	of individual lives and upon society. The Association also recog-	103
	nizes the importance of education in the maintenance and pro-	104
	motion of stable, functional, healthy families and the emotional,	105
	physical, and mental health of people within these families.	106
	The Association believes that programs should be established	107
	for both students and parents/guardians and supported at all	108
	educational levels to promote—	109
	a. The development of self-esteem and positive self-concept	110
	in individuals of all ages in various family roles	111
	b. Learning and practicing positive interpersonal	112
	communication skills and conflict resolution	113
	c. Education in human growth and development	114
	d. Positive parenting techniques that include strategies to	115
	deal effectively with violent behavior	116
	e. An understanding of societal issues and problems	117
	related to children, spouses, parents/guardians, domestic	118
	partners, older generation family members, and other	119
	family members.	120
	The Association also believes that education in these areas	121
	must be presented as part of an anti-biased, culturally sensitive	122
	program. (1994, 2001)	123
		124
	B-54. Health Education	125
	The National Education Association believes that, to promote	126
	health and wellbeing, all students preK through adult should	127
	have access to health curricula. Licensed and certified profes-	128
	sional personnel should develop, implement, and coordinate	129
	health curricula.	130

1	The Association also believes that health education programs	66
2	in the schools should provide a planned, sequential health educa-	67
3	tion curricula for preK through adult education that—	68
4	a. Promotes sound nutrition and that includes education	69
5	concerning the health risks associated with obesity and	70
6	eating disorders	71
7	b. Integrates various health topics (such as drug abuse,	72
8	violence, safety issues, universal precautions, sex	73
9	education, HIV education, and the dangers of	74
10	performance-enhancing dietary herbal supplements)	75
11	c. Enables students to develop the essential knowledge	76
12	and skills to maintain personal, family, and community	77
13	health. (2016)	78
14		79
15	B-55. Sex Education	80
16	The National Education Association believes that the develop-	81
17	ing child's sexuality is continually and inevitably influenced by	82
18	daily contacts, including experiences in the school environment.	83
19	The Association recognizes that sensitive sex education can be	84
20	a positive force in promoting physical, mental, emotional, and	85
21	social health and that the public school must assume an increas-	86
22	ingly important role in providing the instruction. Educators and	87
23	health professionals must be qualified to teach in this area and	88
24	must be legally protected from censorship and lawsuits.	89
25	The Association urges that formal sex education should	90
26	include parent/guardian orientation and be planned and imple-	91
27	mented with careful attention to developmental needs, appro-	92
28	priateness to community settings and values, and respect for	93
29	individual differences.	94
30	The Association also believes that to facilitate the realization	95
31	of human potential, it is the right of every individual to live in	96
32	an environment of freely available information and knowledge	97
33	about sexuality and encourages affiliates and members to sup-	98
34	port appropriately established sex education programs. Such	99
35	programs should include information on—	100
36	a. Sexual abstinence, birth control, family planning,	101
37	prenatal care, parenting skills, the effects of substance	102
38	abuse during pregnancy, and the issues associated with	103
39	pre-teen and teenage pregnancy	104
40	b. Diversity of culture and diversity of sexual orientation	105
41	and gender identity	106
42	c. Sexually transmitted diseases including HIV and HPV,	107
43	incest, sexual abuse, sexual harassment, and homophobia	108
44	d. Age-appropriate, medically accurate information	109
45	including lesbian, gay, bisexual, transgender, non-binary,	110
46	and questioning (LGBTQ+) issues. This should include	111
47	but not be limited to information on sexuality, sexual	112
48	orientation, and gender expression	113
49	e. Sexual violence and affirmative consent, being defined	114
50	as sexual activity deemed consensual if both parties	115
51	clearly declare their willingness to participate through a	116
52	voluntary, conscious, and affirmative agreement. (1969,	117
53	2018)	118
54		119
55	B-56. HIV/AIDS Education	120
56	The National Education Association believes that educa-	121
57	tional institutions should establish comprehensive human	122
58	immunodeficiency virus (HIV) and acquired immunodeficiency	123
59	syndrome (AIDS) education programs as an integral part of the	124
60	school curriculum. HIV/AIDS education must include education	125
61	about all means of transmission, including unprotected sex and	126
62	unsanitary methods of tattooing, body piercing, and intravenous	127
63	drug use. Information on prevention options must include absti-	128
64	nence and medically accepted protective devices. Instruction in	129
65		130
	decision-making skills to assist students in correlating health	66
	information and personal behavior is essential.	67
	The Association also believes that proper implementation of	68
	these programs requires education employee training and input.	69
	These programs should be presented by properly licensed/trained	70
	personnel and should be planned with the input of parents/guard-	71
	ians and other community representatives. (1987, 2000)	72
		73
	B-57. Science Education	74
	The National Education Association believes that the content	75
	in science education must be based on scientific theory that	76
	incorporates empirically collected evidence, scientific methodol-	77
	ogy, and other accepted scientific processes. This entire process	78
	leads toward scientific consensus. The Association also believes	79
	that content and curriculum must be based on the National	80
	Science Education Standards of the National Research Coun-	81
	cil (NRC) and/or the Benchmarks for Science Literacy of the	82
	American Association for the Advancement of Science (AAAS).	83
	(2005, 2017)	84
		85
	B-58. Environmental Education	86
	The National Education Association believes that the environ-	87
	ment must be protected. The Association urges the establishment	88
	and maintenance of federal wilderness areas, recreational areas,	89
	refuge areas, and designated local green areas. The Association	90
	supports educational programs that promote—	91
	a. The concept of the interdependence of humanity and	92
	nature	93
	b. An awareness of the effects of past, present, and future	94
	population growth patterns on world civilization, human	95
	survival, and the environment	96
	c. The protection of endangered, threatened, and rare	97
	species	98
	d. The protection of the Earth's finite resources	99
	e. Solutions to environmental problems such as	100
	nonrenewable resource depletion, pollution, global	101
	warming, ozone depletion, and acid precipitation and	102
	deposition	103
	f. The use of reusable and recyclable products and	104
	discourage the use of disposable products	105
	g. An understanding of energy, alternative energy sources,	106
	and energy conservation	107
	h. The use of disposal methods that do not contaminate the	108
	environment	109
	i. The recognition of and participation in such activities as	110
	Earth Day, Arbor Day, and Energy Education Day	111
	j. The understanding of the value of the world's ecosystems	112
	and of sustainable practices	113
	k. The integration of outdoor education into preK through	114
	12 curricula. Outdoor education should include a	115
	component that occurs in the outdoor environment	116
	l. Student preparation for careers in the green jobs sector.	117
	The Association also believes that it should model in its	118
	policies and practices the environmental concepts and education	119
	programs it supports. The Association also urges its affiliates to	120
	model and support environmental programs in school systems	121
	and educational institutions and supports legislation and local	122
	policies that ensure a safe and healthy environment. (1973, 2013)	123
		124
	B-59. Metric System	125
	The National Education Association believes in the adoption	126
	of the International System of Units (SI metric system). The	127
	Association advocates that the SI system be taught at all educa-	128
	tional levels. (1969, 1996)	129
		130

1	B-60. Accurate United States and World Maps	66
2	The National Education Association believes that all visual	67
3	representations using maps of the United States should depict	68
4	all fifty states, territories, and protectorates in their correct geo-	69
5	graphic location and relative size. The Association also believes	70
6	that maps of the world should accurately depict national bound-	71
7	aries and names of countries. (1995, 2022)	72
8		73
9	B-61. Democracy and Citizenship Education	74
10	The National Education Association believes that education	75
11	about democracy and the rights and responsibilities of citizens	76
12	is essential for the survival of American democracy. The corner-	77
13	stone of such education should be the United States Constitution	78
14	and the Bill of Rights.	79
15	The Association also believes that democratic ideals should	80
16	be practiced as part of the total education process. The follow-	81
17	ing concepts should be an integral part of the curriculum within	82
18	public schools and other educational institutions:	83
19	a. The dignity and worth of the individual	84
20	b. Due process of law	85
21	c. Rule of the majority tempered by respect for minority	86
22	rights	87
23	d. Individual responsibility	88
24	e. Equal justice under the law	89
25	f. Civil liberties as guarantors of individual rights	90
26	g. One-person—one-vote	91
27	h. Voting rights protections	92
28	i. Active citizen participation in all aspects of public	93
29	affairs	94
30	j. Freedom of religion, speech, the press, petition, and	95
31	assembly	96
32	k. Right to protest and address grievances with the	97
33	government	98
34	l. Separation of church and state.	99
35	The Association encourages educators, lawyers, court person-	100
36	nel, and others to work together to develop appropriate materials,	101
37	including information about the justice system and constitutional	102
38	issues, in order to teach students to be responsible citizens. (1984,	103
39	2022)	104
40		105
41	B-62. Education on Peace and International	106
42	Understanding	107
43	The National Education Association believes that the United	108
44	States and the other nations of the world should promote peace	109
45	and international understanding. Educational strategies for	110
46	teaching peace and justice issues should include the role of indi-	111
47	viduals, social movements, international and nongovernmental	112
48	organizations in the peaceful resolution of conflict, and the use	113
49	of fact finding and reconciliation processes to help with the heal-	114
50	ing of wounds caused by conflicts.	115
51	The Association also believes that educational materials	116
52	should include activities dealing with peaceful resolution of con-	117
53	flict, the effects of nuclear weaponry and other weapons of mass	118
54	destruction, strategies for disarmament, methods to achieve	119
55	peace, historical examples of fact finding and reconciliation	120
56	processes, and consideration of current situations where such	121
57	processes could be of value. Such curricular materials should	122
58	also cover major contributing factors to conflict, such as eco-	123
59	nomical disparity, demographic variables, unequal political power	124
60	and resource distribution, and the impacts of colonialism, neocol-	125
61	onialism, and imperialism. (1982, 2022)	126
62		127
63	B-63. Genocide	128
64	The National Education Association deplores any act of	129
65	genocide, which is the deliberate and systematic eradication	130
	of members of any group based on culture, ethnicity, national	66
	origin, political affiliation, race, religion, sexual orientation,	67
	gender identity, and gender expression. Acts of genocide must	68
	be acknowledged and taught in order to provide insight into how	69
	such inhumanity develops, prevent its occurrence, and preclude	70
	its recurrence. (1993, 2021)	71
		72
	B-64. The Holocaust	73
	The National Education Association believes that the histori-	74
	cal events of the Holocaust must be taught to provide insight into	75
	how atrocities of this magnitude develop. The Association also	76
	believes that Holocaust education promotes human rights, pre-	77
	vents future genocides, and reduces doubt that these horrifying	78
	events occurred. (1981, 2019)	79
		80
	B-65. Labor Movement Education	81
	The National Education Association believes that the strug-	82
	gles of workers of all ages in establishing unions and the influ-	83
	ence of the labor movement on the growth of the United States	84
	should be an integral part of the curriculum in our schools.	85
	The Association urges educators, curriculum committees, and	86
	authors to include material that accurately presents the important	87
	contributions to our country's history and growth that have been	88
	provided by the unions involved in the labor movement and the	89
	individuals who led that movement. (1988, 2022)	90
		91
	LEARNING ISSUES NOT RELATED	92
	TO SPECIFIC DISCIPLINES	93
		94
	B-66. Standards for Student Learning	95
	The National Education Association believes in high stan-	96
	dards that describe clear expectations for what students should	97
	know and be able to achieve. Throughout the implementation	98
	of content and performance standards, all students must be	99
	provided the instructional opportunities and learning conditions	100
	necessary to attain the standards. The Association supports the	101
	development and use of a variety of assessments that are appro-	102
	priate to the standards. The Association also believes that there	103
	should be no financial incentives or consequences linked to the	104
	development, adoption, or implementation of national standards.	105
	The Association further believes that state and local affiliates	106
	must participate in the planning, development, implementation,	107
	and refinement of standards, conditions, and assessments to	108
	ensure that—	109
	a. Students, parents/guardians, education employees,	110
	community members, and governmental officials are	111
	involved and share the accountability	112
	b. Education employees are afforded release time and/or	113
	compensation in order to have opportunities to work	114
	with colleagues on a regular basis throughout the school	115
	year on how to teach and assess student proficiency in	116
	the standards	117
	c. Full funding and resources are provided	118
	d. Curriculum includes, but is not limited to, required	119
	standards. Standards are introduced into the curriculum	120
	at a rate that allows education employees opportunities	121
	to adapt their practice, work with each other, and pilot	122
	the work in a concerted fashion	123
	e. Appropriate attention is given to students' progress	124
	toward attaining the standards and to their needs and	125
	developmental levels	126
	f. Age appropriate placement, when used, includes	127
	appropriate interventions designed to support	128
	meaningful, challenging, and developmentally	129
	appropriate learning for each student	130

1	g. Professional development is provided for all education	66
2	employees to help align their practices to the standards	67
3	h. Education employees participate in the review and	68
4	refinement of standards and assessments	69
5	i. Achievement gaps are eliminated. (1997, 2008)	70
6		71
7	B-67. Individual Learning, Growth, and Development	72
8	The National Education Association believes that learn-	73
9	ers grow and develop at different rates and in different ways.	74
10	Individual learning progresses in a highly complex manner that	75
11	includes periods of rapid growth and periods of intellectual	76
12	consolidation.	77
13	The Association also believes that individuals learn best in	78
14	caring, challenging, and inclusive environments that support and	79
15	engage each learner. Individual students require learning oppor-	80
16	tunities that are differentiated and responsive to their needs,	81
17	interests, and learning styles.	82
18	The Association further believes in the use of developmen-	83
19	tally appropriate instructional practices. Grade level labels do not	84
20	accurately define our students. Such labels misinterpret student	85
21	learning as primarily linear, sequential, and easily standardized.	86
22	(2008, 2009)	87
23		88
24	B-68. Social-Emotional Learning	89
25	The National Education Association believes that students	90
26	must learn the social-emotional skills of self-awareness, self-	91
27	management, social awareness, decision-making, and relation-	92
28	ship management. The development of these competencies is	93
29	necessary in the learning process to provide pathways for both	94
30	academic success and achievement.	95
31	The Association supports the utilization of evidence-based	96
32	instructional methods and adequate staffing of specialized	97
33	instructional support personnel (school counselors, social work-	98
34	ers, mental health workers, nurses, and/or psychologists) to pro-	99
35	vide services, including peer support, designed to develop and	100
36	promote healthy social and emotional skills in all students for	101
37	their lifelong learning process. (2015, 2021)	102
38		103
39	B-69. Assessment of Student Learning	104
40	The National Education Association supports ongoing com-	105
41	prehensive assessment of student growth. A student's level of	106
42	performance is best assessed with authentic measures, including	107
43	but not limited to extended curricular activities and opportuni-	108
44	ties, directly linked to the lessons taught and materials used by	109
45	teachers.	110
46	The Association believes that the primary purposes of assess-	111
47	ment of learning both inside and outside the classroom are to—	112
48	a. Assist students and their parents/guardians in identifying	113
49	the students' strengths and needs	114
50	b. Encourage students to become lifelong learners	115
51	c. Measure a program's effectiveness, communicate	116
52	learning expectations, and provide a basis for	117
53	determining instructional strategies	118
54	d. Develop appropriate learning experiences for students.	119
55	The Association also believes that no one measure should	120
56	be used to determine a student's performance. Teachers should	121
57	utilize a variety of measures to accurately assess student growth.	122
58	All methods of assessment shall provide the necessary accom-	123
59	modations, modifications, and exemptions, and be free of cul-	124
60	tural, racial, and gender biases.	125
61	The Association further believes that classroom teachers must	126
62	be involved in the development of assessment systems and are	127
63	best qualified to determine the criteria for assessment of students	128
64	and dissemination of results. Instruments used to communicate	129
65		130
	student progress must be accurate and meaningful to students,	66
	parents/guardians, and other stakeholders.	67
	The Association believes that the type and the amount of	68
	homework assigned should be determined by the classroom	69
	teacher and be appropriate to a student's developmental level.	70
	(1981, 2016)	71
		72
	B-70. Standardized Testing of Students	73
	The National Education Association believes that standard-	74
	ized tests and/or assessments should be used only to improve the	75
	quality of education and instruction for students. [†] Standardized	76
	tests, whether norm-, criterion-, or standards-referenced, can val-	77
	idly assess only a limited range of student learning. Therefore,	78
	they should be only an adjunct or supplement to information	79
	obtained through school- and classroom-based assessment con-	80
	ducted by teachers for purposes of supporting and strengthening	81
	instruction as well as for summarizing and evaluating student	82
	learning. Standardized tests are most useful when designed by	83
	the education professionals closest to the classroom and inte-	84
	grated with assessment information specific to local programs.	85
	Affiliates should advocate for, and states and test designers	86
	should employ, a variety of developmentally appropriate assess-	87
	ment techniques that allow for universal design, necessary	88
	accommodations, modifications, and exemptions and are bias-	89
	free, reliable, and valid. When a test and/or assessment is man-	90
	dated at the local, state, or national level, it should be reviewed	91
	by a panel of appropriate subject area specialists and teachers to	92
	ascertain the relevance of the test to the subject area and be used	93
	only to evaluate a program's effectiveness toward meeting local,	94
	state, or national standards and/or goals.	95
	The Association also believes that, in order for standard-	96
	ized achievement tests and/or assessments to support quality	97
	education—	98
	a. Standards must be prioritized to support effective	99
	curriculum, instruction, professional development, and	100
	assessment.	101
	b. Stakeholders must determine high priority standards.	102
	These standards must be clearly and thoroughly	103
	described so that the knowledge and skills students need	104
	to demonstrate are evident.	105
	c. Valid results of assessment of high-priority standards	106
	must be reported standard-by-standard for each student,	107
	school, and district.	108
	d. The breadth of the curriculum must be monitored to	109
	ensure that attention is given to all standards and subject	110
	areas, including those that are not assessed.	111
	e. Progress should be continually monitored to ensure that	112
	assessments are appropriate for the purposes for which	113
	they are intended.	114
	f. Students with special needs and/or limited English	115
	proficiency should have appropriate alternative options	116
	to standardized testing to measure individual progress	117
	and proficiencies.	118
	g. English language learners (ELLs) should be able to	119
	demonstrate an advanced understanding and application	120
	of academic language proficiencies in listening,	121
	speaking, reading, and writing in English prior to being	122
	required to take high stakes assessments.	123
	The Association opposes the use of standardized tests and/or	124
	assessments when—	125
		126
		127
		128
	[†] See <i>NEA Handbook</i> for the Policy Statement on Teacher Evaluation and	129
	Accountability adopted by the 2011 Representative Assembly, which sets	130
	forth the Association's full position dealing with this subject.	

1	B-80. Digital Learning†	66
2	The National Education Association believes that quality	67
3	digital learning can create or extend learning opportunities but	68
4	cannot replace traditional education which allows for regular	69
5	face-to-face interaction among students, peers, and instructors.	70
6	The Association also believes that students who participate	71
7	in developmentally appropriate digital learning should receive	72
8	the preparation and support necessary to enable them to func-	73
9	tion effectively in an online environment, which at a minimum	74
10	should include—	75
11	a. Supervision and instruction provided by fully qualified,	76
12	certified, and/or licensed educators	77
13	b. Appropriate services, equipment, technical support,	78
14	libraries, and laboratories	79
15	c. Accurate course descriptions and clear expectations	80
16	prior to enrollment	81
17	d. Reasonable student to instructor ratios that allow for	82
18	individualized interaction with instructors	83
19	e. Opportunities for appropriate student-to-student	84
20	interaction	85
21	f. Curriculum approved courses comparable to similar	86
22	courses delivered by traditional means and approved by	87
23	the state education agency	88
24	g. Courses that are transferable from school to school or for	89
25	graduation requirements.	90
26	The Association further believes that virtual learning should	91
27	be a viable option for public school students and staff who thrive	92
28	in that environment or are under extenuating circumstances. Vir-	93
29	tual learning should be designed and utilized strategically and in	94
30	the best interest of students and staff.	95
31	The Association believes that state and local education	96
32	authorities should support virtual learning by providing appro-	97
33	priate funding, training, planning time, devices, infrastructure,	98
34	and technology support for students and staff as defined by best	99
35	practices. (1997, 2021)	100
36		101
37	B-81. Communication Between Hearing and Deaf/Hard	102
38	of Hearing People	103
39	The National Education Association believes that the lack of	104
40	communications between hearing and the deaf/hard of hearing	105
41	has detracted from the potential of a broadly distributed group to	106
42	contribute fully to our total society.	107
43	The Association recommends that instruction be given to	108
44	hearing students, staff, and administrators that will help them	109
45	understand the unique needs of all deaf/hard of hearing people	110
46	and will help hearing students, staff, and administrators com-	111
47	municate with deaf/hard of hearing people.	112
48	The Association also believes that children who are deaf or	113
49	hard of hearing should have the legal right to certified American	114
50	Sign Language instructors and interpreters/transliterators when	115
51	appropriate to prevent linguistic deprivation.	116
52	The Association further believes that American Sign Lan-	117
53	guage should be offered as a foreign/world language elective	118
54	credit at both high school and college levels.	119
55	The Association believes that educational sign language	120
56	interpreters/transliterators must be qualified professionals who	121
57	are licensed, state credentialed, or nationally certified. (1974,	122
58	2016)	123
59		124
60		125
61		126
62		127
63		128
64		129
65		130
	B-82. Classroom Use of Animals	
	The National Education Association believes that educators	
	at all levels should implement guidelines concerning the humane	
	use of animals in the classroom.	
	The Association urges that educators encourage compassion	
	and respect for all living things. (1989, 2018)	
	B-83. Student Attendance	
	The National Education Association believes that consistent	
	student attendance in school is vital to academic success. The	
	Association supports the ongoing efforts of schools and educa-	
	tors to minimize tardiness, truancy, and other attendance issues.	
	(2013, 2017)	
	B-84. Transfer of Student Records	
	The National Education Association supports the develop-	
	ment of an effective process for the transfer of student records.	
	To expedite the confidential information exchanges between	
	schools when students transfer, the process should follow a	
	national format designed by educational and legal profession-	
	als. This process must protect the rights of students and should	
	facilitate the continuity of their education.	
	The Association believes that school and education employ-	
	ees must receive information that indicates—	
	a. Educational plans, goals, specialized programs, and/or	
	services	
	b. Assessment data	
	c. Attendance and cumulative records	
	d. Immunizations and health needs	
	e. Legal stipulations/restrictions	
	f. History of disciplinary incidents and violence-related	
	behavior. (1980, 2004)	
	B-85. Home Schooling	
	The National Education Association believes that home	
	schooling programs based on parental choice cannot provide the	
	student with a comprehensive education experience. When home	
	schooling occurs, students enrolled must meet all state curricular	
	requirements, including the taking and passing of assessments	
	to ensure adequate academic progress. Home schooling should	
	be limited to the children of the immediate family, with all	
	expenses being borne by the parents/guardians. Instruction	
	should be by persons who are licensed by the appropriate state	
	education licensure agency, and a curriculum approved by the	
	state department of education should be used.	
	The Association also believes that home-schooled students	
	should not participate in any extracurricular activities in the	
	public schools.	
	The Association further believes that local public school	
	systems should have the authority to determine grade placement	
	and/or credits earned toward graduation for students entering or	
	re-entering the public school setting from a home school setting.	
	(1988, 2006)	
	C. PROMOTE THE HEALTH AND WELFARE	
	OF CHILDREN AND/OR STUDENTS	
	HEALTH, WELFARE, SAFETY	
	C-1. Health Care for All Children	
	The National Education Association believes that every child	
	should have direct and confidential access to comprehensive	
	health care.	
	† See <i>NEA Handbook</i> 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	The Association also believes that such health care should be	
2	provided by properly licensed physicians and by other properly	
3	licensed health professionals.	
4	The Association further believes legislation should be	
5	adopted to maintain and expand comprehensive health care for	
6	all children. (1990, 2015)	
7		
8	C-2. Vaccinations	
9	The National Education Association believes that vaccines	
10	are essential medical tools in preventing infectious diseases and	
11	must be pervasive to effectively protect society. The Association	
12	also believes that students should be vaccinated, whenever possi-	
13	ble and appropriate, prior to enrollment in public school.	
14	The Association further believes that vaccination guidelines	
15	from the American Academy of Pediatrics and Centers for Dis-	
16	ease Control and Prevention should be followed by educators,	
17	parents/guardians, and students. The Association believes that	
18	state legislatures should establish clear guidelines for waivers	
19	that minimize the numbers of unvaccinated students to those	
20	necessary due to documented medical conditions. Evidence-	
21	-based vaccination campaigns are integral in maintaining student	
22	and community health. (2015, 2021)	
23		
24	C-3. Communicable Disease Prevention	
25	The National Education Association believes that, for all	
26	employees, school districts and educational institutions, working	
27	in collaboration with school nurses and local health authorities,	
28	should initiate professional development about communicable	
29	diseases and their prevention. This information should be dis-	
30	seminated to all students, parents/guardians, and staff as appro-	
31	priate. (2010, 2016)	
32		
33	C-4. Nutrition	
34	The National Education Association believes that proper	
35	nutrition is essential to child development and student success.	
36	The Association also believes that proper nutrition must be a part	
37	of prenatal care and must continue throughout life. The Associa-	
38	-tion further believes that the marketing of foods and beverages	
39	should reinforce proper student nutrition.	
40	The Association supports programs within the education	
41	framework that promote understanding and teaching of proper	
42	nutrition. In addition, the Association advocates efforts to	
43	develop uniform labeling and symbols that make clear to con-	
44	sumers which food and beverage choices promote good nutrition.	
45	The Association believes school food service programs must	
46	be nutritionally sound, appealing, and affordable. Portions and/	
47	or serving sizes should be appropriate for various age groups	
48	within a school. A choice of nutritious beverages and plant-based	
49	foods should be available. The Association also supports nutri-	
50	-tion programs that are regulated by uniform standards, readily	
51	accessible, medically correct for students and employees who	
52	have special, documented dietary needs, and are supported by	
53	public funds. The Association also believes that no student shall	
54	be denied the opportunity of a school meal or be publicly iden-	
55	tified or stigmatized for needing free or reduced lunch or the	
56	inability to pay a school meal debt.	
57	The Association further believes that any changes in the way	
58	public funds are allocated for school food service programs	
59	must maintain quality and appropriate levels of service as well	
60	as support additional funding, given projected increases in popu-	
61	lation and need. The Association supports fundraising efforts,	
62	sponsorships, and mascots promoting healthy food guidelines.	
63	(1990, 2018)	
64		
65		
	C-5. Adequate Rest	
	The National Education Association believes that overall	
	health and performance are best achieved with adequate rest on	
	a regular basis. The Association supports school schedules that	
	follow research-based recommendations regarding the sleep pat-	
	terns of age groups. The Association further supports programs	
	within the education framework that promote understanding of	
	the importance of adequate rest. (2011)	
	C-6. Physical Activity and Recess	
	The National Education Association believes that regular	
	physical activity provides an active form of learning that encour-	
	-ages a healthy lifestyle and promotes physical, mental, and	
	emotional wellness. This physical activity should be provided	
	through physical education classes, recess, and movement activi-	
	-ties scheduled throughout the day.	
	The Association also believes that recess allows students to	
	develop interpersonal and problem-solving skills and that it is	
	not a substitute for a comprehensive physical education program.	
	The Association further believes that withholding recess as a	
	form of discipline is counterproductive to healthy child develop-	
	-ment and restorative justice practices. (2010, 2021)	
	C-7. Learning Through Play	
	The National Education Association believes that ample time	
	for student-driven, unstructured play must be included among the	
	essential learning experiences in the education of our students.	
	Beyond physical activity, these experiences include imaginative	
	play, creative/constructive play, and games with rules. Student	
	engagement in undirected, freely chosen activities is an essential	
	component of healthy human development as well as a necessity	
	for social/emotional, physical, and cognitive growth of children.	
	The Association also believes that play increases student	
	abilities in the areas of critical thinking, problem solving, crea-	
	-tivity, executive functioning, communication skills, empathy,	
	and self-regulation.	
	The Association further believes that a lack of ample time	
	for undirected, self-chosen play/activities contributes to mental	
	health problems such as rising rates of stress, anxiety, depres-	
	-sion, and child suicide, and therefore should be treated as an	
	important provision in the scheduling of student time.	
	The Association believes that ample amounts of time for play	
	and/or freely chosen activities are necessary for healthy develop-	
	-ment and should be provided during the school day. (2016)	
	C-8. Comprehensive School Health, Social, and Psychological Programs and Services	
	The National Education Association believes that to promote	
	health and wellbeing every student, preK through higher educa-	
	-tion, should have direct and confidential access to comprehensive	
	health, social, and psychological programs and services. Such	
	programs and services can be effective with ongoing commu-	
	-nication and coordinated partnerships between social, school,	
	home, and community resources.	
	The Association also believes that all health, social, and psy-	
	-chological services must be provided only by the appropriately	
	licensed and certificated professional personnel. The Association	
	further believes that education employees, parents/guardians,	
	students, and personnel from community agencies providing	
	services to students must be involved in the development, imple-	
	-mentation, and coordination of these services.	
	The Association believes that, to provide effective physical	
	and mental health services in the school setting, the following	
	are essential:	

1	a.	School counseling programs providing a focus on	C-10. Complex Trauma	66
2		academic, career, and social/emotional development so	The National Education Association believes that complex	67
3		students achieve success in school and are prepared to	trauma impacts the brain development of children. Complex	68
4		lead fulfilling lives as responsible members of society;	trauma causes systemic and individualized educational barriers	69
5		school counselors spending at least 80 percent of	that interfere with children's emotional and physical health and	70
6		their time providing direct services to students, with a	impedes access to education.	71
7		maximum counselor/student ratio of 1:250	The Association recognizes the risks of secondary trauma	72
8	b.	Health services, provided by a licensed school nurse,	faced by those who support these children and that they them-	73
9		promoting the health of students through prevention,	selves may need support.	74
10		case finding, early intervention, and remediation of	The Association understands that trauma crosses all segments	75
11		specific health problems, with a nurse-to-student ratio	of society and is often compounded by the effects of poverty,	76
12		at each site that is at least one school nurse to every	institutional racism, and other adverse childhood experiences.	77
13		750 students, with adjustments to safely accommodate	The Association also believes that school districts should	78
14		students with special health needs and chronic illness	provide education employees with complex trauma professional	79
15	c.	School psychological services promoting the mental	development and trauma-informed programs that address the	80
16		health of students through prevention, identification,	effects of trauma. When educators are aware of the impact of	81
17		early intervention, and remediation of specific mental	toxic stress on student neurological development, behavior, and	82
18		health issues that interfere with the learning process	learning, they become trauma-skilled educators better capable	83
19		and providing crisis intervention of traumatic events and	of assessing and responding to the needs of students. Promoting	84
20		mental health counseling, with a psychologist-to-student	professional development in restorative practices and asset-based	85
21		ratio of at least one to every 500–700 students, adjusting	discipline ensures safe working and learning environments.	86
22		to adequately accommodate students with serious	(2016, 2021)	87
23		emotional disabilities		88
24	d.	School social work services providing crisis intervention,	C-11. Suicide Prevention Programs	89
25		individual and group counseling, behavior management,	The National Education Association believes that evidence-	90
26		and coordination with student families and community	based suicide prevention programs must be developed and	91
27		resources, with a maximum social worker/student ratio	implemented. The Association urges its affiliates to ensure that	92
28		of 1:250	these programs are an integral part of the school program. These	93
29	e.	Other specialized clinicians who identify, diagnose, and	programs must be developed in consultation with the school	94
30		accommodate learning disabilities and other conditions	community, school-employed mental health professionals, and	95
31		adversely affecting the ability to learn and succeed in a	suicide prevention experts. The programs must address, at a	96
32		school setting	minimum, guidelines for suicide prevention, intervention, and	97
33	f.	Family-planning counseling and access to birth control	postvention. (1989, 2018)	98
34		methods with instruction in their use, if deemed		99
35		appropriate by local choice		
36	g.	A healthful psychological climate and a safe physical	C-12. Student Sexual Orientation, Gender Identity, and	100
37		environment at the building, classroom, and individual	Gender Expression	101
38		levels.	The National Education Association believes that all persons,	102
39		The Association urges its affiliates to support legislation to	regardless of sexual orientation or gender identity, should be	103
40		provide comprehensive care to all children and supports com-	afforded equal opportunity and guaranteed a safe and inclusive	104
41		munity, state, and national efforts to coordinate these services.	environment within the public education system. The Associa-	105
42		(1969, 2016)	tion also believes a safe and inclusive environment ensures that	106
43			all transgender students have access to the bathroom or locker	107
44	C-9. Student Mental Health and Wellness		room of their choice and protects them from breaches of confi-	108
45		The National Education Association believes that mental,	dentiality. The Association further believes that gender-neutral	109
46		emotional, and environmental pressures can significantly impact	options should be available. The Association believes that	110
47		students' mental/physical health and success, potentially result-	LGBTQ+ students have the right to privacy and confidentiality	111
48		ing in drug and alcohol use/abuse, violence, vandalism, school	regarding their sexual orientation, gender identity, and gender	112
49		dropouts, self-injuring behaviors, suicide among children and	expression. Further, educators must respect these students and	113
50		youth, etc. Often students have not been equipped with the neces-	their choice of whether or not to reveal their orientation, identity,	114
51		sary skills needed to meet the challenges of these pressures (i.e.,	or expression.	115
52		resiliency training). Additionally, disciplining students for their	The Association also believes that, for students who are	116
53		actions without a program in place to discuss reasons, stressors,	struggling with their sexual orientation, gender identity, or	117
54		or provide stress management strategies only further exacerbates	gender expression, every school district and educational institu-	118
55		the issues and behaviors.	tion should provide counseling services and programs—staffed	119
56		The Association therefore believes that school districts and	by trained personnel—that deal with high suicide and dropout	120
57		local affiliates should provide ongoing professional develop-	rates and the high incidence of teen prostitution. The Associa-	121
58		ment for education employees and training/guidance for parents/	tion further believes that therapies designed to alter a student's	122
59		guardians to help and support students.	orientation or identity are harmful to the emotional development	123
60		The Association also believes that schools must work collab-	of lesbian, gay, bisexual, transgender, non-binary, and question-	124
61		oratively with the community, local, state, and national agencies	ing (LGBTQ+) students. Therefore, students should have access	125
62		to ensure that these children and young adults beginning at preK	to gender-affirming health care. (1988, 2022)	126
63		have full access to comprehensive identification processes, inter-		127
64		ventions, and services that support their physical and psychologi-	C-13. Safe Schools and Communities	128
65		cal well-being. (1980, 2021)	The National Education Association believes that a safe	129
			school climate is the right of all students and school employees.	130

1 The Association also believes that communities must develop
2 policies and practices that promote safe schools. The Association further believes that it is in the best interest and safety of
3 all students if education employees are immediately informed
4 of students with known serious behavior problems or violence-
5 related potential. Students and education employees must be safe
6 from physical, verbal, and psychological violence, and all forms
7 of harassment. Plans and procedures regarding discipline and/or
8 harassment must include due process and services to help reduce
9 future incidents.

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

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

28 The Association further believes that all school buildings
29 should have controlled access. School design should incorporate
30 technologies which facilitate safety. Additional safety measures
31 should be implemented when school facilities are used for public
32 events. Schools should not be open for classes when the building
33 is used as a polling location.

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

46 The Association also believes that appropriate school behavior begins and is reinforced in the home. Programs that provide
47 assistance and training in child development, effective parenting
48 skills, and strategies for dealing with disruptive students must be
49 available for parents/guardians. Schools can be instrumental in
50 identifying and recommending strategies that can assist parents/
51 guardians. (1994, 2022)

54 C-14. School Emergency Plans

55 The National Education Association believes in the safety of
56 all students and staff. The Association also believes that schools,
57 school districts, and school transportation systems must have
58 written plans that delineate procedures that include, but are not
59 limited to, emergencies, lockdowns, violence, evacuations, and
60 weather-related conditions. Plans must include rapid reaction
61 criteria and procedures coordinated with on-campus, community, and other appropriate first responders. Emergency plans
62 for each school site must be developed by school personnel and
63 parents/guardians in partnership with the community. The Association further believes that for these plans to be effective they

must be practiced and updated on a regular and consistent basis.
Adequate training of all school staff is vital to the success of any
school emergency plan. Plans must include stress management/
counseling strategies as follow-up care for students and staff
when appropriate. (2007, 2015)

66 C-15. Discipline

73 The National Education Association believes that a safe and
74 nurturing environment in which students are treated with dignity
75 is the right of every student. Effective disciplinary procedures
76 enhance high expectations for quality instruction and learning.

77 The Association promotes study, development, and funding
78 for a variety of effective discipline procedures. The Association
79 also believes that governing boards, in conjunction with local
80 affiliates, parents/guardians, students, education employees,
81 community members, and other stakeholders, should develop
82 proactive policies, procedures, standards, and professional development opportunities that provide the necessary administrative
83 support to education employees in the development and maintenance of a positive, safe school environment. The Association
84 further believes that corporal punishment, or the threat of it, has
85 no place in public education.

88 The Association believes that policies promoting educational
89 processes which emphasize prevention, effective interventions,
90 and rehabilitation will decrease the use of out-of-school suspensions, expulsions, in-school arrests, and the practice that is
91 commonly called the “school-to-prison pipeline” that can lead
92 to future incarcerations. The Association acknowledges the disparate and disproportionate consequences of such negative disciplinary
93 practices for racially and ethnically diverse students, in particular Black and Latin(o/a/x) students, and believes that
94 district and administrative policies should promote restorative
95 justice practices and positive behavioral choices. The Association supports collaborative efforts of school personnel and law
96 enforcement in the use of fair and effective discipline practices. Collaborative efforts are also essential whenever school-based
97 arrests are necessary.

103 The Association encourages implementation and funding of
104 programs to provide continued nondiscriminatory educational
105 opportunities for those students who are removed from their
106 educational setting for disciplinary reasons following due process. (1975, 2021)

109 C-16. Substance Abuse

110 The National Education Association opposes inhalant abuse
111 and drug abuse, including alcohol and tobacco dependency.

112 The Association supports—

- a. Standardization of drug laws, including the sale and
113 distribution of drugs 114
- b. Prohibition of the production, sale, and distribution of
115 drug paraphernalia 116
- c. Improvement of drug prevention and rehabilitation
117 programs 118
- d. Mandated drug rehabilitation programs for any violation
119 or conviction, whether civil or criminal, resulting from
120 the possession or use of a controlled substance 121
- e. Research on the genetic and neurological damage done
122 to children through parental substance abuse and the
123 impact on student learning and behavior 124
- f. Appropriate educational experiences to educate students
125 about the serious consequences of participating in any
126 aspect of the illegal drug trade 127
- g. Testing and regulation of performance-enhancing
128 dietary herbal supplements. 129

1	The Association also opposes the illegal use of drugs and	66
2	substances and believes that severe penalties for illegal produc-	67
3	tion, distribution, and sale should be strictly enforced.	68
4	The Association also supports strict enforcement of the legal	69
5	drinking age and the laws governing the sale of alcoholic bever-	70
6	ages in each state and supports federal legislation to establish a	71
7	uniform legal drinking age of 21.	72
8	The Association further supports strict enforcement of laws	73
9	governing the sale of tobacco and vaping products and believes	74
10	that federal legislation should be established to create a uniform	75
11	age of 18 for purchase, possession, or use of tobacco products.	76
12	(1972, 2017)	77
13		78
14	C-17. Opioid and Narcotic Addiction and Abuse	79
15	The National Education Association believes that local, state,	80
16	and national governments should develop, establish, and imple-	81
17	ment policies to protect students and communities from opioid	82
18	and narcotic addiction and abuse. These policies should include	83
19	voluntary training for educators to recognize and support	84
20	individuals affected and, in emergency situations, administer	85
21	antagonist medications (such as Narcan) with civil and criminal	86
22	immunity. (2019)	87
23		88
24	C-18. Tobacco/Vaping Products	89
25	The National Education Association believes that education	90
26	employees should play a key role in nationwide efforts to educate	91
27	young people about the dangers of tobacco use and secondhand	92
28	smoke, and the use of vaping products.	93
29	The Association also believes that all governmental promo-	94
30	tion of, subsidies for, and involvement in production and distribu-	95
31	tion of tobacco and vaping products should cease.	96
32	The Association further believes that all places of public	97
33	accommodation should be smoke-free and that taxes on tobacco	98
34	and vaping products should be increased. (1994, 2016)	99
35		100
36	C-19. Drug or Alcohol Testing of Students	101
37	The National Education Association believes that manda-	102
38	tory drug or alcohol testing of students without probable cause	103
39	is an unwarranted and unconstitutional invasion of privacy and	104
40	opposes such testing.	105
41	The Association also believes that schools must immediately	106
42	notify parents/guardians of students suspected of abusing drugs,	107
43	alcohol, and/or performance-enhancing dietary herbal supple-	108
44	ments and must provide information about support services.	109
45	(1987, 2017)	110
46		111
47	C-20. Advertising of Alcoholic Beverages and/or	112
48	Tobacco Products	113
49	The National Education Association believes that all forms of	114
50	advertising of alcoholic beverages, tobacco, and/or vaping prod-	115
51	ucts should be eliminated. The Association also believes that	116
52	individual performers and organizers of concerts and sporting	117
53	events should refrain from advertising and/or endorsing alco-	118
54	holic beverages, tobacco, and/or vaping products. (1990, 2017)	119
55		120
56	FAMILY, SCHOOL, COMMUNITY WELFARE	121
57		122
58	C-21. Community and School Violence	123
59	The National Education Association believes that children	124
60	who are exposed to community and school violence are also its	125
61	victims. Witnessing violence profoundly affects children's abili-	126
62	ties to function at school, develop and maintain emotional stabl-	127
63	ity, and establish healthy relationships within the community.	128
64	The Association also believes that children who are vic-	129
65	tims of or bystanders to violence must receive the appropriate	130
	counseling and support from school and community resources.	
	(2001, 2021)	
	C-22. Family/Domestic Violence	
	The National Education Association condemns any form of	
	family/domestic violence and the tolerance thereof and believes	
	the cycle of violence has a detrimental effect on students' well-	
	being. School districts and communities should provide preven-	
	tive training and educational programs for education employees,	
	students, and parents/guardians. The Association supports	
	adequate funding and staffing of existing family services and	
	the creation of additional support systems and shelters.	
	The Association believes social services and the criminal	
	justice system should continue to intervene actively in the cycle	
	of family/domestic violence. (1978, 2000)	
	C-23. Extremist Groups	
	The National Education Association condemns the philoso-	
	phy and practices of extremist groups and their efforts to recruit	
	young people and urges active opposition to all such movements	
	that are inimical to the ideals of the Association. (1980, 1993)	
	C-24. Reduction of Gang-Related Crime	
	The National Education Association believes that families,	
	schools, communities, businesses, and law enforcement agencies	
	have critical roles in reducing gang-related crime. The Associa-	
	tion supports collaboration among these groups in an effort to	
	reduce such crime.	
	The Association also supports educational programs that pro-	
	motivate positive self-image and academic success—such as dropout	
	prevention/intervention, before- and after-school programs, and	
	job training— particularly for at-risk students in areas where	
	there is a high degree of gang activity.	
	The Association also believes that resources are critical to	
	help educators and students combat gang violence in our schools	
	and communities. The Association further believes that federal,	
	state, and local governments, including but not limited to busi-	
	ness and law enforcement agencies, should develop and imple-	
	ment education and youth employment programs in helping to	
	reduce illegal activities by gangs. (1988, 2019)	
	C-25. Juvenile Offenders	
	The National Education Association believes that juvenile	
	offenders who are convicted of serious crimes and who are con-	
	tained in detention centers should be provided a healthy environ-	
	ment conducive to positive social change.	
	The Association also believes that these juveniles, while in	
	this environment, should be provided with education programs	
	and other support services that will enable them to become con-	
	tributing members of society. Teachers of these youths must be	
	prepared to provide instruction in life skills and learning skills.	
	Juvenile offenders who pose a threat to the health and safety	
	of others and who are not placed in these centers should be pro-	
	vided educational services in an appropriate alternative setting	
	rather than the regular public school setting.	
	The Association supports the placement of juveniles who are	
	not charged with any offense or those who are status offenders	
	in separate facilities from those persons who are charged with	
	criminal offenses.	
	The Association also supports adequate funding for programs	
	that provide alternatives to incarceration, discourage recidivism,	
	and engage juveniles in positive behavior management activities	
	and community-based rehabilitation that include counseling and	
	community services. (1988, 2004)	

1	C-26. Family Stability for Children	
2	The National Education Association believes that it is in the	
3	best interest of all children to live in a secure and stable family	
4	environment. Every effort should be made to provide a family	
5	with the supportive services it needs to allow it to stay together	
6	and care for the child in a safe, nonabusive, and nurturing	
7	environment.	
8	The Association also believes that legal adoption through	
9	certified state, national, and international agencies can provide a	
10	secure and stable family environment.	
11	In the case of custodial and noncustodial parents, the Asso-	
12	ciation recognizes the vital role both parents can play in the	
13	development of their children. The Association encourages the	
14	judicial system to recognize the crucial role both parents can	
15	play in that development when legally appropriate.	
16	The Association supports efforts of parents and local, state,	
17	and federal agencies to establish and enforce adequate child	
18	support guidelines and to improve the effectiveness of collecting	
19	court-designated child support.	
20	In consideration of these roles, the placement of children	
21	should be determined by a number of qualitative and quantitative	
22	standards that are both measurable and without regard to either	
23	parent's gender.	
24	If a child's immediate family and/or extended family is	
25	unable to provide care, the Association also believes that the	
26	child may need temporary foster care while, at the same time,	
27	efforts are made to work with the family toward reunification	
28	with the child.	
29	The Association further believes that parents who place	
30	children in foster care must be accountable for their efforts to	
31	rehabilitate themselves and indicate, through their actions, that	
32	they are working toward the return of the child to the home.	
33	The Association believes that, if it becomes clear that a fam-	
34	ily is not able to make a home for a child and is unable to resume	
35	parenting, efforts should be made for the legal release of the	
36	child for adoption. (1984, 2010)	
37		
38	C-27. Dependent Children of Military Personnel	
39	The National Education Association believes that parents	
40	serving in the military should have adequate services provided	
41	to ensure that their dependent children are cared for and an	
42	uninterrupted education is provided in the event of mobiliza-	
43	tion of the parent(s)/guardian(s). The Association also believes	
44	that counseling should be available for military dependents and	
45	their guardians before, during, and after the military personnel's	
46	deployment overseas. (1991, 2005)	
47		
48	C-28. Standards for Family/Domestic Crisis Care	
49	The National Education Association supports a full range of	
50	assistance from interventions to shelters for families experienc-	
51	ing domestic violence.	
52	The Association advocates for—	
53	a. Services that include protection, counseling, therapy,	
54	and academic, social, and emotional monitoring for	
55	these children and families	
56	b. Adequate financial support	
57	c. Screening and training of potential foster families and	
58	shelter personnel	
59	d. Immediate temporary foster care for children who are	
60	being abused, neglected, or exploited	
61	e. Continued training, supervision, and evaluation of foster	
62	families and shelter personnel	
63	f. Appropriate initial and ongoing communications of	
64	pertinent information between social service agencies	
65	and education employees	
	g. Mandated counseling for persons committing physical	66
	and/or psychological violence. (1992, 2022)	67
		68
	C-29. Child Abuse, Neglect, and Exploitation	69
	The National Education Association believes that all children	70
	should be protected from the psychological and physical aspects	71
	of child abuse, neglect, and exploitation.	72
	The Association urges its affiliates to—	73
	a. Seek clear legal definitions of what constitutes child	74
	abuse, neglect, and exploitation	75
	b. Encourage the development of programs that stress	76
	the identification of, reporting procedures for, legal	77
	responsibilities for, and techniques for dealing with	78
	abused, neglected, and exploited children	79
	c. Cooperate with community organizations to increase	80
	public awareness and understanding of the prevalence	81
	as well as the causes, prevention, and treatment of	82
	child abuse, including neglect, exploitation, incest, and	83
	physical abuse	84
	d. Encourage the development and use of materials to	85
	increase student awareness of child abuse, neglect, and	86
	exploitation	87
	e. Require education employees to report to appropriate	88
	authorities instances of suspected child abuse, neglect,	89
	and exploitation while providing those employees with	90
	immunity from legal action	91
	f. Encourage development of legislatively funded	92
	provisions for dealing with the abusive child, adult,	93
	or institution as well as processes, protective options,	94
	and coping provisions for the abused, neglected, and	95
	exploited child	96
	g. Encourage enactment of legislation for protection of	97
	children from parents/guardians who demonstrate	98
	neglect by leaving them unattended/unsupervised	99
	h. Encourage positive action from the marketing	100
	and media professions in eliminating exploitation,	101
	commercialization, and glamorization of physical,	102
	emotional, and sexual child abuse	103
	i. Protect children from exploitation via multimedia and	104
	electronic devices. (1974, 2015)	105
		106
	C-30. Out-of-Home Placement of Children and Youth	107
	The National Education Association believes that when chil-	108
	dren and youth are removed from the home by social services	109
	or the juvenile justice system either for their own protection or	110
	for the commission of a status offense and are placed in the cus-	111
	tody of group homes, foster homes, or other custodial facilities,	112
	the rights of both the child or youth and the community must	113
	be protected. These facilities must be licensed, be operated by	114
	trained and licensed personnel, meet appropriate health and	115
	safety codes, and provide counseling and ancillary services for	116
	the child or youth.	117
	The impact of facilities on the public schools should be taken	118
	into account by licensing agencies and zoning authorities.	119
	The Association also believes that once a child or youth is	120
	removed from a home by social services or the juvenile justice	121
	system—	122
	a. The child or youth should remain enrolled in their school	123
	of origin to promote positive school continuity unless it	124
	is not in the child's best interest pursuant to federal law.	125
	b. Copies of all comprehensive school records, which	126
	may include but not be limited to discipline history	127
	and current special needs plans, shall be transferred to	128
	the child or youth's current educational placement in a	129
	timely manner as prescribed by law.	130

1	c. Children and youth shall be allowed to maintain a copy	66
2	of their personal and educational file, which must include	67
3	but not be limited to a birth certificate, a social security	68
4	card, current special needs plans, transcripts, a medical	69
5	card, and immunization records.	70
6	d. Each child or youth shall be allowed to maintain a valid	71
7	state identification card. (1992, 2022)	72
8		73
9	C-31. Protection of Infants with Disabilities	74
10	The National Education Association believes that infants	75
11	born with mentally and/or physically disabling conditions are	76
12	entitled to receive medically necessary treatments and services	77
13	that are appropriate and consistent with the patient's needs and	78
14	that, in accordance with accepted standards of practice, cannot	79
15	be withheld without adversely affecting the patient's condition or	80
16	the quality of the care. These treatments and services should be	81
17	accompanied by the appropriate rehabilitation and life learning	82
18	skills. (1985, 2004)	83
19		84
20	C-32. Prevention of Child Abduction	85
21	The National Education Association believes that all chil-	86
22	dren should be protected from abduction. Programs to prevent	87
23	abduction should be provided to education employees, students,	88
24	parents/guardians, and the community. School districts should	89
25	have policies and procedures for the prevention of abduction.	90
26	The Association also believes that the voluntary fingerprinting	91
27	of children should be conducted in a nonthreatening environ-	92
28	ment and that completed fingerprint cards should be given to the	93
29	parent/guardian. (1984, 2000)	94
30		95
31	C-33. Missing Children	96
32	The National Education Association believes that all avail-	97
33	able means must be utilized to locate missing children. The	98
34	Association also believes that local and state affiliates should	99
35	work cooperatively with local programs and/or authorities to	100
36	raise the public's consciousness about the missing-children cri-	101
37	sis. (1981, 2000)	102
38		103
39	C-34. Effect of Poverty on Children and Youth	104
40	The National Education Association believes that poverty	105
41	affects a child's ability to develop necessary academic and life	106
42	skills. Society must provide high quality educational opportu-	107
43	nities for all children. The Association also believes that local,	108
44	state, and federal governments must provide adequate and equi-	109
45	table resources, including transportation as needed, and funding	110
46	to support educational programs for students affected by poverty.	111
47	The Association further believes that the basic right to a liv-	112
48	ing wage for parents/guardians would ease the effects of poverty	113
49	on our students, families, and communities. The Association	114
50	supports efforts to compensate workers in a manner that meets	115
51	their basic needs.	116
52	The Association believes that all education professionals play	117
53	a crucial role in providing high quality educational experiences.	118
54	For educators to empower students to experience optimal results,	119
55	social programs that alleviate poverty in our communities must	120
56	accompany educational programs. (1988, 2021)	121
57		122
58	C-35. Effect of Housing Instability and Homelessness	123
59	on Children and Youth	124
60	The National Education Association believes that housing	125
61	instability and homelessness create a deleterious impact on our	126
62	students, their families, and the community. The Association	127
63	also believes these conditions create educational challenges	128
64	that interfere with the ability of children and youth to access	129
65	education and to progress academically. Housing instability and	130
	homelessness can limit access to services such as education,	
	housing, jobs, health care, and other human service agencies.	
	The Association further believes that schools need to work	
	collaboratively with students; families; the community; local,	
	state, and federal agencies; and higher education to create oppor-	
	tunities to enhance student success. Such opportunities should	
	include, but not be limited to, extracurricular activities, a col-	
	laborative transition plan into higher education, Free Application	
	for Federal Student Aid (FAFSA) support, grant and scholarship	
	information, and local programs and resources.	
	The Association believes that society has the responsibility to	
	lessen and eliminate the effects of housing instability and home-	
	lessness by assisting children and youth to develop necessary	
	life skills, to learn new concepts, and to function successfully in	
	diverse settings. (2007, 2022)	
	C-36. Child Care	
	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 cen-	
	ters should be examined and monitored on a continuous basis,	
	and additional legislation should be sought as necessary to main-	
	tain the highest quality child care.	
	The Association encourages school districts and educational	
	institutions to establish on-site child care for preschoolers, stu-	
	dents, the children of students, and the children of staff members.	
	(1984, 1995)	
	C-37. Programs Before and After School	
	The National Education Association believes that all children	
	need adequate and appropriate adult supervision and guidance	
	before and after school hours.	
	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)	
	C-38. Youth Camp Safety	
	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.	
	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)	
	C-39. School Facilities: Design, Construction, and	
	Function	
	The National Education Association believes that school	
	facilities must be conducive to teaching and learning. The physi-	
	cal 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 Asso-	
	ciation also believes that all school facilities must be well con-	
	structed, 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.	

1	The Association believes that stable and sufficient funding	66
2	must be provided for the design, construction, adequate and	67
3	ongoing maintenance, and operation of the school facility. (1992,	68
4	2019)	
5		
6	C-40. Environmentally Safe Schools	
7	The National Education Association believes that the health	
8	and safety of students, staff, family, and the community is para-	
9	mount to the education of students. Therefore, the Association	
10	believes that all educational facilities must have healthy indoor	
11	air quality, be smoke-free, be safe from environmental and	
12	chemical hazards, and be safe from hazardous electromagnetic	
13	fields.	
14	The Association also believes that all students should have	
15	access to clean drinking water and clean air. School districts	
16	should conduct periodic testing for harmful water and airborne	
17	particles/agents that are detrimental to the health of students and	
18	education employees and shall report the results publicly. Further,	
19	school districts must complete corrective actions to eliminate the	
20	problems and report results in a timely manner. School districts	
21	should also develop and maintain health and safety protocols	
22	that follow Centers for Disease Control guidelines to protect	
23	students and education employees during national health crises.	
24	The Association further believes that it is incumbent on local	
25	education providers to be forthcoming with information regard-	
26	ing mold infestation and other indoor environmental hazards in	
27	school facilities. The Association supports facility designs with	
28	the use of nontoxic materials that promote healthy indoor air	
29	quality through properly designed, installed, and maintained	
30	heating, ventilation, and air conditioning (HVAC) systems. The	
31	Association believes that the use, installation, and maintenance	
32	of building materials in school facilities must be appropriate and	
33	comply with established local, state, and federal guidelines.	
34	Additional health hazards should not be created when facili-	
35	ties are altered or repaired.	
36	The Association also believes in the establishment and	
37	enforcement of standards of the Occupational Safety and Health	
38	Administration (OSHA), including temperature and humidity	
39	recommendations, to ensure health and safety. The Association	
40	further believes that pesticide use should be minimized and, if	
41	used, advance notice given of location and date of application.	
42	The Association supports ongoing training and certification	
43	of education employees who work in potentially hazardous situ-	
44	ations. This training must include proper handling, storage, and	
45	disposal of hazardous materials and instruction on Safety Data	
46	Sheets (SDS).	
47	The Association believes that school districts must post SDS	
48	and OSHA standards. Students and/or their parents/guardians,	
49	education employees, and the public should be notified of actual	
50	and potential hazards affecting the health and welfare of students	
51	and educators. All stakeholders should be involved in develop-	
52	ing a plan for corrective action. When localized metrics from	
53	public health departments deem large public gatherings unsafe,	
54	no student or education employee should be forced to enter an	
55	unsafe facility. The Association also believes in the development	
56	and enforcement of health and safety standards specifically for	
57	children. (1989, 2022)	
58		
59	C-41. School Transportation	
60	The National Education Association believes that free trans-	
61	portation should be provided for all public school students resid-	
62	ing beyond a reasonable and safe walking distance from their	
63	assigned schools, and that local school districts should provide	
64	students with transportation for all school-related activities.	
65		
	The Association strongly believes that all school bus person-	66
	nel who are utilized to transport students should be publicly	67
	employed.	68
	The Association also believes that, if necessary for the safety	69
	of the students, paid bus assistants should be provided. Quali-	70
	fied substitute drivers and/or bus assistants must be provided	71
	to transport students in the absence of members of the regular	72
	transportation staff. When traveling to all school related activi-	73
	ties, the group's sponsor or chaperone should not be the group's	74
	bus driver.	75
	The Association further believes that rules, regulations,	76
	and procedures must be developed, enforced, and continually	77
	reviewed and revised to ensure safe and orderly transportation	78
	of students. In addition to an annual bus inspection, the proper	79
	agencies should also conduct random bus inspections. Buses	80
	that transport students, especially preschool-aged students and/	81
	or students with disabilities, should be equipped appropriately.	82
	(1977, 2006)	83
		84
	STUDENT RIGHTS/CONCERNS	85
		86
	C-42. Student Rights and Responsibilities	87
	The National Education Association believes that basic	88
	student rights include the right to safe and stable school envi-	89
	ronments; free inquiry and expression; freedom of the press;	90
	due process; gender equity; freedom of association; freedom of	91
	peaceful assembly and petition; participation in the governance	92
	of the school, college, and university; freedom from discrimina-	93
	tion; freedom from commercial exploitation, including the pay-	94
	ment of subminimum wages; and equal educational opportunity.	95
	The Association also believes that randomly searching stu-	96
	dents without reasonable suspicion is a violation of their Consti-	97
	tutional freedoms and is detrimental to school safety, restorative	98
	justice, student morale, instructional time, and nurturing learn-	99
	ing environments.	100
	The Association further believes that each basic student right	101
	carries with it a comparable responsibility. Student responsi-	102
	bilities include regular school attendance, conscientious effort	103
	in classroom work and assessments, and conformance to school	104
	rules and regulations that do not abrogate these rights. Students	105
	share with the administration and faculty a responsibility to	106
	develop a climate within the school and community that is	107
	conducive to wholesome learning and living. No student has the	108
	right to interfere with the education of other students. It is the	109
	responsibility of each student to respect the rights of each person	110
	involved in the educational process.	111
	The Association believes that in order to protect the safety of	112
	students it is necessary to protect the confidentiality of student	113
	information and data. The Association opposes the collection	114
	and dissemination of student data by any external organization,	115
	company, or institution without the express written consent of	116
	the student and/or parent/guardian.	117
	The Association also believes that student rights must be	118
	safeguarded when students are involved in commercial premium	119
	campaigns and fundraising activities. (1969, 2021)	120
		121
	C-43. Optimizing Students' Time To Learn	122
	The National Education Association believes that time to	123
	learn is essential in promoting optimum success in the schools.	124
	The Association also believes that—	125
	a. Student absences from school have adverse effects	126
	on program continuity, academic success, learning,	127
	and mastery by the student. The Association urges its	128
	affiliates to work with school districts, parent groups,	129
		130

1	other appropriate community groups, and public agencies	66
2	to develop programs to reduce student absences.	67
3	b. Excessive or unusual working hours are detrimental	68
4	to a student's attention span, academic success, and	69
5	learning. The child labor laws, as structured by the Fair	70
6	Labor Standards Act, must be monitored, enforced, and	71
7	strengthened by local, state, and national governing	72
8	bodies. (1979, 2007)	73
9		74
10	C-44. Media, Games, Products, and Children	75
11	The National Education Association believes that children	76
12	are an especially vulnerable and easily exploited audience who	77
13	must be protected from exposure to violence, prejudice, sexual	78
14	content, and stereotyping by mass media, the Internet, and prod-	79
15	ucts that are accessible to children.	80
16	The Association is committed to working cooperatively with	81
17	media producers, advertisers, and manufacturers in developing	82
18	products that protect the interests of children. The Association	83
19	encourages the producers of mass media to select and use age-	84
20	appropriate subject matter in their products targeted at children.	85
21	The Association also encourages all radio and television pro-	86
22	gramming executives, when determining the appropriateness	87
23	of program subject matter and the development of broadcasting	88
24	schedules, to consider children's ages. The Association further	89
25	encourages advertisers and media professionals to use standard	90
26	grammar and correct spelling and to refrain from the use of	91
27	stereotypical and/or discriminatory terminology and profanity.	92
28	The Association encourages the producers of games and toys	93
29	to make explicit to consumers, prior to purchase, the nature of	94
30	a product's content through specific labeling. The Association	95
31	also believes that regulations restricting the purchase of games	96
32	and toys based on age appropriateness should be developed	97
33	and enforced. The Association deplores exposing children as	98
34	consumer-test groups to violent interactive games and products	99
35	in order for manufacturers to determine how to increase or refine	100
36	the violent content for the express purpose of increasing sales.	101
37	The Association further believes that, through media literacy	102
38	education, education employees, parents/guardians, and children	103
39	must become critical users of mass media, the Internet, and other	104
40	products accessible to children. The Association also encourages	105
41	its affiliates to establish media study committees to monitor	106
42	media activities and promote positive educational programming.	107
43	(1969, 2015)	108
44		109
45	C-45. Student Use of Electronic Social Media	110
46	The National Education Association recognizes the popular-	111
47	ity and accessibility of electronic social media, including per-	112
48	sonal websites, blogs, text messages and social networking sites.	113
49	The Association believes that students should be informed of the	114
50	possible dangers of posting personal information electronically.	115
51	Students should be encouraged to report incidents of cyberbul-	116
52	lying and other inappropriate communications received using	117
53	electronic social media. (2010)	118
54		119
55	C-46. Extracurricular Participation	120
56	The National Education Association believes that the suc-	121
57	cessful completion of an academic program is the first priority	122
58	for all students.	123
59	The Association also believes that all schools, colleges, uni-	124
60	versities, and parents/guardians must accept their educational	125
61	responsibilities to student athletes and participants in other	126
62	extracurricular activities. These students should not be exploited	127
63	for economic and/or personal gain.	128
64		129
65		130
	The Association further believes that there should be fair and	66
	equitable eligibility requirements for student participation and	67
	student progress should be monitored frequently. (1984, 2000)	68
		69
	C-47. Gender Equity in Athletic Programs	70
	The National Education Association believes that at all	71
	educational levels female and male students must have equal	72
	opportunity to participate in athletic programs.	73
	The Association urges that athletic funds for facilities, equip-	74
	ment, and remuneration of staff be allocated equally between	75
	female and male programs. (1974, 1993)	76
		77
	D. PROMOTE PROFESSIONAL	78
	EXCELLENCE AMONG EDUCATORS	79
		80
	PROFESSIONAL PREPARATION	81
		82
	D-1. The Teaching Profession	83
	The National Education Association believes that the teach-	84
	ing profession is a cornerstone of society.	85
	The goal of the profession must be to provide the highest qual-	86
	ity of education to all students. Therefore, the profession must be	87
	composed of individuals meeting the highest standards which	88
	are established, maintained, and governed by members of the	89
	profession and must apply to recruitment, teacher preparation,	90
	induction, professional development, evaluation, practice, and	91
	accountability. Members of the teaching profession must assume	92
	leadership roles and must have the time, resources, and decision-	93
	making authority to provide the highest quality of learning for	94
	each student.	95
	A quality teacher—	96
	a. Designs and facilitates instruction that incorporates the	97
	students' developmental levels, skills, and interests with	98
	content knowledge	99
	b. Develops collaborative relationships and partners with	100
	colleagues, students, families, and communities focused	101
	on meaningful and deep learning	102
	c. Provides leadership and advocacy for students, quality	103
	education, and the education profession	104
	d. Demonstrates in-depth content and professional	105
	knowledge	106
	e. Participates in ongoing professional learning as	107
	an individual and within the professional learning	108
	community	109
	f. Utilizes multiple and varied forms of assessments	110
	and student data to inform instruction, assess student	111
	learning, and drive school improvement efforts	112
	g. Establishes environments conducive to effective teaching	113
	and learning	114
	h. Integrates cultural competence and an understanding of	115
	the diversity of students and communities into teaching	116
	practice to enhance student learning	117
	i. Utilizes professional practices that recognize education	118
	as vital to strengthening our society and building respect	119
	for the worth, dignity and equality of every individual	120
	j. Strives to overcome the internal and external barriers	121
	that impact student learning	122
	Recognizes and appreciates the need for diversity and there-	123
	fore encourages advancement of underrepresented groups into	124
	and within the education profession. (1998, 2021)	125
		126
	D-2. Education Support Professional Excellence	127
	The National Education Association believes that educa-	128
	tion support professionals (ESPs) are integral to the foundation	129
	of school communities and must be treated with the respect,	130

1	recognition, and value due all professionals. The Association	66
2	also believes that ESPs deserve fair compensation and appropri-	67
3	ate professional development.	68
4	Across the comprehensive range of their contributions, qual-	69
5	ity ESPs—	70
6	a. Develop collaborative relationships and partner with	71
7	educators, students, families, and communities	72
8	b. Provide leadership and advocacy for students, quality	73
9	education, and their professions	74
10	c. Participate in ongoing professional development	75
11	as individuals and within the professional learning	76
12	community	77
13	d. Process and maintain student records and other vital,	78
14	confidential information	79
15	e. Establish environments conducive to working and	80
16	learning by maintaining accessible, clean, operational,	81
17	and safe schools and facilities	82
18	f. Ensure optimal indoor air quality that aligns with or	83
19	exceeds state regulations and federal standards	84
20	g. Prepare nutritious and safe meals and ensure that school	85
21	districts are in compliance with state regulations and	86
22	federal standards, including free and reduced meal	87
23	programs	88
24	h. Improve and protect student health and welfare	89
25	by providing first aid, monitoring immunizations,	90
26	conducting health screenings, and assisting sick, injured,	91
27	or impaired students	92
28	i. Educate and empower students to independently	93
29	maintain good health	94
30	j. Provide direct services and support to students and their	95
31	families to promote student learning and well-being	96
32	k. Participate in the design and implementation of school	97
33	safety and security policies and crisis prevention,	98
34	preparedness, and response plans	99
35	l. Repair, maintain, and operate machinery and equipment	100
36	essential to the safe, efficient operation of schools and	101
37	facilities	102
38	m. Maintain high standards for technology, communications,	103
39	and networks in schools and facilities	104
40	n. Transport students safely to and from schools and	105
41	school-related events. (2022)	106
42		107
43	D-3. Teacher Preparation Programs: Recruitment and	108
44	Promotion of the Field	109
45	The National Education Association believes that strong	110
46	programs of teacher recruitment are necessary to maintain and	111
47	enhance the teaching profession. The Association and its state	112
48	and local affiliates should promote and support the establish-	113
49	ment of organizations involving all people interested in the field	114
50	of education as a profession and encourage members to serve	115
51	as advisers. Such programs should emphasize the recruitment	116
52	of candidates from underrepresented groups, and should also	117
53	include a policy of affirmative recruitment. Further, programs	118
54	should encourage incoming teachers to engage in the work of	119
55	the Association. Preteaching programs and recruitment efforts	120
56	should be developed at high schools and community/junior col-	121
57	leges in conjunction with institutions of higher education with	122
58	teacher preparation programs. These efforts should include	123
59	career transition support and the active participation of practic-	124
60	ing preK through adult education teachers in safe and appropri-	125
61	ate educational settings.	126
62	The Association also believes that individuals interested in	127
63	teaching as a career should attend institutions accredited by the	128
64	Council for the Accreditation of Educator Preparation (CAEP).	129
65	Counselors and advisers should inform aspiring educators of the	130
	advantages of attending CAEP-accredited institutions. Feder-	
	ally financed loan and grant programs should be established	
	to encourage and support aspiring educators to become profes-	
	sional educators. Grants should be secured from both public and	
	private sources to assist aspiring educators planning to pursue a	
	career in education. (1990, 2022)	
	D-4. Teacher Preparation for Education Support	
	Professionals	
	The National Education Association believes that education	
	support professionals are an integral part of the student's learn-	
	ing process and, therefore, would make excellent candidates for	
	teacher preparation programs.	
	The Association also believes that affiliates should support	
	programs, resources, and funding to assist education support	
	professionals who wish to fulfill the requirements necessary to	
	become licensed classroom teachers.	
	The Association encourages licensed colleagues to act as a	
	support system for such programs. (1999, 2017)	
	D-5. Teacher Preparation Programs: Admissions	
	The National Education Association believes that require-	
	ments for admission into teacher preparation programs must be	
	based upon standards established and maintained by the profes-	
	sion. These requirements must be rigorous yet flexible enough	
	to allow admittance to those who demonstrate potential for	
	effective practice. The requirements and the selection process	
	must be nondiscriminatory. The requirements and process must	
	recognize and appreciate the need for diversity in the educa-	
	tion profession and, therefore, include a policy of affirmative	
	recruitment.	
	The Association also believes that admission to teacher	
	preparation programs should be based on multiple consider-	
	ations, such as recommendations of faculty, grade-point average,	
	personal interviews, portfolio reviews, and recommendations of	
	persons in related fields. Standardized achievement test scores	
	must not be the sole basis for admission.	
	The Association urges appropriate state agencies to moni-	
	tor projected needs by certification areas and to inform teacher	
	preparation institutions of those needs on a continuing basis.	
	Teacher preparation institutions should counsel and prepare	
	prospective teachers in numbers consistent with projected needs.	
	(1970, 2021)	
	D-6. Teacher Preparation Programs: Affiliate	
	Participation	
	The National Education Association believes that its affiliates	
	and members should be involved in teacher education prepara-	
	tion and accreditation at the local, state, and national levels. The	
	Association also believes that its affiliates and licensed educa-	
	tors with content-specific teaching experience should participate	
	at the college/university level in the design, implementation, and	
	improvement of teacher education programs. (1970, 2001)	
	D-7. Teacher Preparation Programs: Content and	
	Evaluation	
	The National Education Association believes that teacher	
	preparation programs must—	
	a. Involve all stakeholders in the design, implementation,	
	evaluation, and improvement of teacher preparation	
	programs. These stakeholders include licensed	
	preK through adult education teachers and teacher	
	educators who are practicing in their field of expertise	
	and demonstrate practical knowledge of schools and	
	classroom teaching as well as students preparing to teach	

1	b.	Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching	66
2			67
3	c.	Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques	68
4			69
5			70
6	d.	Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide strategies and techniques for teaching and interacting with culturally diverse students	71
7			72
8	e.	Include instructional content and experiences that address how economic and/or housing status affect a child's readiness and ability to learn and function in a school setting and that provide specific techniques for teachers who teach children of poverty	73
9			74
10	f.	Engage students in identifying and addressing internal and external biases	75
11			76
12	g.	Include instructional content and experience in research and information skills, group processes, shared decision making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations	77
13			78
14	h.	Include training and instruction in diversity, equity, biases, social and racial justice, culturally-responsive practices, trauma-informed practices, and anti-bullying techniques	79
15			80
16	i.	Provide a variety of field experiences, including the appropriate use of technology for managing and advancing instruction, throughout the preparation program, culminating in clinical practice	81
17			82
18	j.	Include accurate instructional content on the evolution of professional teacher organizations and the advances in the areas of job contracts, salary schedules, benefit programs, and working conditions	83
19			84
20	k.	Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and challenges of shared decision making, problem-solving, and strategic planning	85
21			86
22	l.	Include instruction in educational programs of all special education areas recognized by federal law	87
23			88
24	m.	Provide access to professional and preprofessional organizations related to the education profession and areas of certification	89
25			90
26	n.	Provide teacher candidates with resources and practice opportunities to prepare for performance assessments for licensure/certification	91
27			92
28	o.	Promote involvement in an NEA Aspiring Educator Program local chapter to increase opportunities for community outreach, professional development, and political action	93
29			94
30	p.	Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that ensures accreditation is achieved and maintained	95
31			96
32	q.	Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and cooperating teachers. (1970, 2021)	97
33			98
34			99
35			100
36			101
37			102
38			103
39			104
40			105
41			106
42			107
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48			113
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51			116
52			117
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63			128
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65			130

D-8. Teacher Preparation Programs: Clinical Practice 66

The National Education Association believes that clinical practice is essential to provide prospective teachers with the experiences necessary to enter the profession and be prepared to teach. Clinical practice contributes to enhanced student learning by fostering the development of a reflective practitioner.

The Association also believes that clinical practice should include a supervised student teaching experience/internship and a post-hiring residency of one year for a prospective teacher to achieve full licensure. Clinical practice provides formal support, instruction, and guidance by a faculty member in a teacher preparation program and by an experienced, licensed preK through 12 teacher in the same field of practice.

The Association further believes that prospective teachers completing clinical practice should demonstrate—

- Comprehensive understanding of the central concepts and structure of the disciplines that they teach
- Knowledge of and ability to provide differentiated learning opportunities that support the intellectual, social, physical, and personal development of individual students
- A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning
- Ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals
- Effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and personal development of individual students
- Use of active inquiry and collaboration between and among colleagues
- Racial, social, and cultural awareness of their students as individuals and of their experiences regarding bullying, trauma, and equity.

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)

D-9. Hiring Policies and Practices for Teaching Positions 109

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.

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.

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)

1	D-10. Teacher Induction	
2	The National Education Association believes that teacher	
3	induction is an integral part of an ongoing systemic approach to	
4	examining teaching in relation to student learning. It facilitates	
5	the transition of new teachers into the profession, promotes the	
6	retention of successful teachers, and provides a system of support	
7	for veteran teachers experiencing a change in grade level, type of	
8	assignments, job site, or cultural environment. The Association	
9	also believes that an effective induction process is based upon	
10	exemplary teaching practices, an understanding of adult and stu-	
11	dent learning, and a professional environment that encourages	
12	collaboration and inquiry through formal and informal systems	
13	of collegial support.	
14	The Association further believes that the induction process	
15	includes critical analysis and cognitive and reflective activities	
16	that support the development of exemplary teaching practices	
17	and enhances professional development. The induction process	
18	for new teachers must be mandatory, be at least two years in	
19	duration, and include a mentoring program. The induction pro-	
20	cess for veteran teachers must be flexible and provide support	
21	based upon changes in their professional assignments.	
22	The Association encourages its affiliates to be involved in the	
23	development of standards for teacher induction and in the design	
24	and implementation of the process. (1999, 2014)	
25		
26	D-11. Mentor Programs	
27	The National Education Association believes that mentor	
28	programs are a means of enhancing the professional expertise	
29	of employees and retaining quality educators. The Association	
30	also believes that the planning, implementation, and evaluation	
31	of such programs must be negotiated or cooperatively developed	
32	and maintained by the school district and the local affiliate.	
33	The Association further believes that the duties and respon-	
34	sibilities of all parties must be clearly defined and uniformly	
35	administered. Mentors must be selected through a defined	
36	process with articulated criteria, be properly trained and com-	
37	pensated, and be provided with adequate time to fulfill their	
38	responsibilities. The state or local authority has the obligation to	
39	provide hold-harmless protection.	
40	The Association believes that any documentation that results	
41	from the mentoring process must be confidential and the sole	
42	property of the person mentored and must not be included in the	
43	participant's personnel file. The Association also believes that	
44	any verbal conversations that result from the mentoring process	
45	must also remain confidential. (1988, 2004)	
46		
47	D-12. Educator Career Paths	
48	The National Education Association believes that an educa-	
49	tor's primary responsibility is student learning and that leader-	
50	ship by educators is essential to serving the needs of students,	
51	schools, and the education profession. The development of	
52	well-designed career paths can promote and nurture effective	
53	instruction. Career paths should—	
54	a. Be developed through collective bargaining or in	
55	nonbargaining jurisdictions be developed collaboratively	
56	by Association members and local boards	
57	b. Be adequately funded and sustainable	
58	c. Be voluntary	
59	d. Be fair and equitable with transparent criteria, based on	
60	professional standards	
61	e. Include compensation that recognizes additional	
62	responsibilities, knowledge, and/or skills	
63	f. Include ongoing professional development	
64		
65		
	g. Allow educators to move between paths without penalty	66
	and support these transitions with programs, resources,	67
	and funding wherever possible	68
	h. Contain a comprehensive evaluation system that includes	69
	an appeal procedure	70
	i. Contain a plan that addresses the need for diversity and	71
	advancement for underrepresented groups. (2012, 2021)	72
		73
	D-13. Peer Assistance Programs and Peer Assistance	74
	and Review Programs	75
	The National Education Association believes that high stan-	76
	dards within the teaching profession and continuous improvement	77
	in professional practice are cornerstones of the profession. Some	78
	local affiliates may conclude that, under certain circumstances,	79
	a peer assistance or a peer assistance and review program is an	80
	appropriate mechanism for achieving these objectives.	81
	The primary purpose of any such program should be to pro-	82
	vide “assistance” to improve professional practice, retain prom-	83
	ising teachers, and build professional knowledge to improve	84
	student success. A local affiliate may, at its option, also decide	85
	to include a “review” component in the program involving the	86
	evaluation of performance. If a local affiliate takes either posi-	87
	tion, the program should—	88
	a. Be developed through collective bargaining or through	89
	a joint association/school district agreement in	90
	nonbargaining states	91
	b. Be governed by a board composed of an equal number	92
	or a majority of representatives appointed by the local	93
	affiliate	94
	c. Be supported by stable and sustainable funding	95
	d. Acknowledge that the school district makes the final	96
	decision to retain or seek nonrenewal or termination, but	97
	that recommendations forwarded by the joint governing	98
	body are routinely accepted and acted upon by the	99
	district	100
	e. Ensure that only teachers who are deemed by their peers	101
	to be highly skilled practitioners are selected for the role	102
	of consulting teacher, that the consulting teacher's area	103
	of expertise is the same as or closely related to that of the	104
	participating teacher, and that the consulting teacher is	105
	chosen by the program governing bodies	106
	f. Seek consulting teachers who reflect the diverse	107
	population of the teaching staff	108
	g. Provide that consulting teachers are properly	109
	compensated and provided adequate time to fulfill their	110
	responsibilities	111
	h. Provide that consulting teachers receive extensive	112
	and ongoing training in mentoring/coaching skills,	113
	district initiatives and resources, and current education	114
	instructional methods	115
	i. Establish guidelines for the referral of teachers as well as	116
	safeguards to prevent unwarranted referrals and to allow	117
	participating teachers the selection and/or approval of	118
	their assignment to a consulting teacher	119
	j. Establish and convey to all consulting and participating	120
	teachers clear rules on allowable uses of documents,	121
	products, and communications arising from the program	122
	k. Require extensive documentation based on ongoing	123
	assessments of each participant	124
	l. Require that rigorous and extensive assistance be	125
	provided over an appropriate period of time to help	126
	the participating teacher attain the requisite standard	127
	of proficiency before any effort is made to counsel the	128
	participating teacher into alternative career choices	129
	either within or outside the education profession or a	130

1	recommendation to initiate nonrenewal or termination	
2	proceedings is issued	
3	m. Ensure due process protection and duty of fair	
4	representation procedures	
5	n. Guarantee that participating teachers, consulting	
6	teachers, and teachers who sit on governing bodies do	
7	not lose their Association membership or bargaining	
8	unit status by virtue of their participation in the program.	
9	(1997, 2012)	
10		
11	D-14. Administrator Preparation	
12	The National Education Association believes that administra-	
13	tors are integral to a safe, supportive, and instructionally excel-	
14	lent learning community. Administrator preparation programs	
15	should recruit individuals meeting the highest standards with at	
16	least five years of full-time educational experience and a stu-	
17	dent-centered educational philosophy. Programs should include	
18	educationally significant clinical experience and should prepare	
19	leaders to—	
20	• Collaboratively steward a shared vision	
21	• Use data effectively to promote sustainable school	
22	improvement	
23	• Efficiently manage resources	
24	• Develop capacity for distributed leadership and equitable	
25	leadership	
26	• Build and maintain family and community partnerships	
27	• Act with integrity and fairness	
28	• Promote racial and social justice	
29	• Advocate for schools, students, families, and caregivers	
30	• Understand the moral and ethical consequences of	
31	decisions in the school community	
32	• Foster a collaborative school culture	
33	• Promote practices and programs that are focused on	
34	diversity, equity, cultural responsiveness, bullying	
35	prevention techniques, social and racial justice, the	
36	recognition of and mitigation of biases, and trauma-	
37	informed pedagogy.	
38	These programs should meet standards established, governed,	
39	and maintained by members of the profession. (1985, 2021)	
40		
41	APPROPRIATE STAFFING	
42		
43	D-15. Supervision of Extracurricular Activities	
44	The National Education Association believes that extracur-	
45	ricular activities are an important part of the public school expe-	
46	rience. Education institutions should adopt policies, standards,	
47	and guidelines for the staffing and hiring of qualified extracur-	
48	ricular personnel, providing them with ongoing training. Quali-	
49	fied education employees must be given the opportunity of first	
50	acceptance of paid positions. (1994, 2014)	
51		
52	PROFESSIONAL DEVELOPMENT	
53		
54	D-16. Professional Development for Education	
55	Professionals	
56	The National Education Association believes that continuous	
57	professional development is required for education professionals	
58	to achieve and maintain the highest standards of student learn-	
59	ing and professional practice. The Association also believes that	
60	professional development should—	
61	a. Be based upon clearly articulated goals reached by	
62	consensus of the school community	
63	b. Be designed, directed by, and differentiated to meet the	
64	needs of affected professionals at each site	
65		
	c. Support education professionals in meeting the needs of	66
	students	67
	d. Be incorporated into and aligned with (not added to)	68
	professional work expectations	69
	e. Be standards-referenced and incorporate effective	70
	practice, relevant data, and current research	71
	f. Be supported by adequate resources	72
	g. Be career-long, rigorous, and sustained	73
	h. Stimulate intellectual development and leadership	74
	capacity	75
	i. Balance individual priorities with the needs of the school	76
	and the district	77
	j. Be modified in response to feedback from ongoing	78
	assessments and participants' evaluations	79
	k. Preserve regular planning time for teachers	80
	l. Provide—	81
	• training and ongoing support for the implementation	82
	of new and expanded programs/skills	83
	• training and ongoing support in the development of	84
	new and revised curricula and instructional strategies	85
	• time during the regular work day and work year for	86
	inquiry, research, reflection, and collaboration	87
	• time for individual and collaborative study of student	88
	data to improve student learning	89
	• opportunities for mentoring/peer coaching with col-	90
	leagues on an ongoing basis	91
	• a depth of subject matter knowledge and a greater	92
	understanding of the impact of culture, gender, and	93
	learning styles	94
	• opportunities to assume new roles and career paths,	95
	including leadership positions	96
	• flexibility for collaboration of community partners	97
	with a variety of resources such as university-school	98
	partnerships, professional development schools,	99
	exchange programs, professional development	100
	resource centers, and cultural and business resources	101
	• opportunities for training by licensed health profes-	102
	sionals in basic emergency lifesaving techniques,	103
	including CPR, AEDs, epinephrine injections, opioid	104
	antagonist medications (such as Narcan), and seizure	105
	management	106
	• training and ongoing support for the use of technol-	107
	ogy as an instructional tool. (1976, 2018)	108
		109
	D-17. Professional Development for Education Support	110
	Professionals	111
	The National Education Association believes that continu-	112
	ous professional development is required for education support	113
	professionals to achieve and maintain the highest standards of	114
	professional practice in order to meet the needs of the whole stu-	115
	dent. Professional development and continuing education serve	116
	as catalysts to recruit, retain, and promote qualified education	117
	support professionals. Professional development for education	118
	support professionals should be fully funded and participants	119
	must be fully compensated to attend the trainings.	120
	Professional development should—	121
	a. Be offered to both full-time and part-time education	122
	support professionals	123
	b. Be designed, directed, and differentiated to meet the	124
	needs of affected professionals at each site	125
	c. Ensure that education support professionals have	126
	a decisive voice at every stage of the planning,	127
	implementation, evaluation, and modification	128
	d. Be ongoing throughout the school year and made	129
	available by both the states and school districts or	130

1	through community partners such as community	
2	colleges, cultural institutions, and business resources	
3	e. Be offered during regular work hours (on designated	
4	school or district professional development days) or	
5	compensated when offered outside of regular work hours	
6	f. Be incorporated into and aligned with (not added to)	
7	professional work expectations	
8	g. Support education support professionals in meeting the	
9	needs of the whole student	
10	h. Be standards-referenced and incorporate effective	
11	practices, relevant data, and current research	
12	i. Be supported by adequate resources	
13	j. Be relevant	
14	k. Stimulate intellectual development and leadership	
15	capacity	
16	l. Balance individual career goals with the needs of the	
17	school and district	
18	m. Provide—	
19	• Training and ongoing support for the use of	
20	technology	
21	• Opportunities to assume new roles and career paths,	
22	including leadership positions	
23	• Opportunities for training by licensed health profes-	
24	sionals in basic emergency lifesaving techniques,	
25	including CPR, AEDS, epinephrine injections, opioid	
26	antagonist medications (such as Narcan), and seizure	
27	management. (1998, 2018)	
28		
29	D-18. Professional Development Resource Services	
30	The National Education Association believes that profes-	
31	sional development resource services provide an opportunity	
32	for education employees to share resources, experiences, and	
33	ideas for professional growth. The Association also believes that	
34	these services should be established, funded, and accessible to	
35	all education employees. The Association further believes that	
36	members from local affiliates should actively participate in the	
37	development and implementation of these services. (1982, 2016)	
38		
39	COMPETENCY	
40		
41	D-19. Professional Development in Behavior	
42	Management, Discipline, Order, and Safety	
43	The National Education Association believes that behavior	
44	management, discipline, order, and safety in schools and school	
45	districts are essential to ensure student and educator success.	
46	The Association also believes that all education employees,	
47	including those not typically involved in direct instruction,	
48	must be provided ongoing, relevant professional development in	
49	trauma-informed practices, behavior management, progressive	
50	discipline, conflict resolution, restorative practices, bullying	
51	prevention techniques, safety plans and emergency procedures,	
52	emergency lifesaving techniques, and crisis management. The	
53	Association further believes that all materials and practices	
54	should promote safe and just schools at every level of educa-	
55	tion, and all training materials and programs should be regularly	
56	evaluated for progress and outcomes in applying racial justice	
57	and equity tools and practices. (1994, 2021)	
58		
59	D-20. Neurological Disorder Awareness	
60	The National Education Association believes in establish-	
61	ing programs that foster educator understanding in response to	
62	neurological disorders and symptoms affecting student learning.	
63	Qualified health professionals should be cooperatively involved	
64	in these programs. (1987, 2019)	
65		
	D-21. Teacher Exchange Programs	66
	The National Education Association believes that teach-	67
	ers and students benefit when teachers participate in teacher	68
	exchange programs. Voluntary teacher exchange programs	69
	should be cooperatively established with governing boards to	70
	offer such programs within and among the states, schools of fed-	71
	eral agencies within and outside the United States, and agencies	72
	abroad. (1974, 1997)	73
		74
	D-22. Education Employee Evaluation†	75
	The National Education Association believes that formal per-	76
	formance-based evaluations must include formative evaluation	77
	components in order to assure the competency of all education	78
	employees in their respective fields.	79
	Effective evaluation procedures supported by professional	80
	development programs will enable all education employees to be	81
	informed in their areas of specialization. Such procedures, with	82
	sufficient resources, can help ensure job competency, identify	83
	professional growth goals, and provide options for achieving	84
	these goals.	85
	The Association also believes that evaluations of teachers	86
	must be comprehensive, based on multiple indicators providing	87
	teachers with timely feedback and support to enhance their prac-	88
	tice. Components of effective evaluation must include indicators	89
	of teacher practice, teacher contribution and growth, and contri-	90
	bution to student learning, growth, and development. High qual-	91
	ity, developmentally appropriate teacher-selected assessments	92
	that provide valid, reliable, timely, and relevant information	93
	regarding student learning, growth, and/or development may be	94
	used as an indicator for quality, formative evaluation. Standard-	95
	ized tests, even if deemed valid and reliable, must not be used to	96
	support any employment action against a teacher and may not be	97
	used to determine any part of an educator's evaluation.	98
	Following an evaluation, a teacher should be provided with	99
	clear notice of any areas of suggested growth and an improve-	100
	ment plan should be developed by the teacher, local association,	101
	and employer. After completing the improvement plan, the	102
	teacher should then be formally reevaluated. If dismissal pro-	103
	ceedings based on an unsatisfactory evaluation rating are war-	104
	ranted, the teacher must be guaranteed the right to procedural	105
	and substantive due process. Such proceedings must be imple-	106
	mented by administrators/evaluators who are properly trained	107
	and held accountable for appropriate and fair evaluation systems.	108
	An administrator must complete evaluations in accordance with	109
	the timeframe prescribed by laws, contracts, agreements, and	110
	memoranda of understanding. An administrator's failure to	111
	complete an evaluation must not negatively impact an education	112
	employee.	113
	The Association further believes that classroom teachers,	114
	without fear of discipline or negative evaluation, must be given	115
	the discretion to modify the pace of predetermined progress	116
	rates, dictated pacing guides, and mandated scripted lesson pac-	117
	ing charts.	118
	The evaluation procedure should be collectively bargained	119
	and/or cooperatively developed and maintained in conjunction	120
	with representatives selected by the local affiliate and should	121
	include—	122
	a. Clear performance expectations that can be objectively	123
	assessed and are specific to the job description	124
		125
		126
		127
		128
	† See <i>NEA Handbook</i> for the Policy Statement on Teacher Evaluation and	129
	Accountability adopted by the 2011 Representative Assembly, which sets	130
	forth the Association's full position dealing with this subject.	

- 1 b. Regular observation of job performance with advance
- 2 notice and discussion of evaluation visits and a timely
- 3 consultation after each visit
- 4 c. A written evaluation report to be provided to the person
- 5 being evaluated
- 6 d. Opportunity for a written response prior to the placement
- 7 of the evaluation in the personnel file
- 8 e. An employee improvement plan that will not interfere
- 9 with any earned pay increase or longevity credit
- 10 f. A provision for an alternative evaluator and/or an
- 11 opportunity for an alternative evaluation report to ensure
- 12 a fair and unbiased evaluation of the education employee
- 13 g. An unbiased appeals process with an evidentiary
- 14 hearing under oath before a neutral third party such as
- 15 an arbitrator.

16 The Association believes that procedures for evaluation of
17 administrators should include evaluations by education employ-
18 ees who are directly supervised by them.

19 By participating in an evaluation process, education employ-
20 ees shall not waive their right to due process in any subsequent
21 contractual or legal proceeding. (1969, 2022)

23 **D-23. Competency Testing of Licensed Teachers**

24 The National Education Association believes that compe-
25 tency testing must not be used as a condition of employment,
26 license retention, evaluation, placement, ranking, or promotion
27 of licensed teachers. (1969, 2000)

29 **D-24. Evaluation and Promotion in Higher Education**

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

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

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

45 **D-25. Promote the Retention of Experienced Education Professionals**

46 The National Education Association believes that experienced
47 education professionals are valuable resources in the promotion
48 of educational excellence. Experienced education professionals
49 should be encouraged to remain in or return to the education
50 profession through strategies consistent with Association poli-
51 cies, including enhanced salaries, benefits, professional compen-
52 sation for additional duties beyond the established school day/
53 year, a supportive and respectful work environment, a reasonable
54 workload, a secure pension, and retirement packages that reward
55 extended years of service. (2001, 2017)

58 **E. GAIN RECOGNITION OF THE BASIC IMPORTANCE**

59 **OF THE EDUCATOR IN THE LEARNING PROCESS**

61 **ACADEMIC FREEDOM**

63 **E-1. Instructional Excellence**

64 The National Education Association believes that to achieve
65 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 that no
single program can meet the needs of every student. Mandated
programs, such as scripted learning programs and pacing charts,
restrict the ability of teachers to make decisions for appropriate,
meaningful instruction in their classrooms. The Association rec-
ommends that education employees collaborate in the research,
development, and field testing of new instructional methods and
materials. (1969, 2018)

84 **E-2. Educator-Led Schools**

85 The National Education Association believes that educator
86 leadership is a means to fulfilling the promise of public educa-
87 tion. Sharing leadership more fully would concentrate a broader
88 range of expertise and skill in leadership, while also distributing
89 responsibility for student success more equitably among those
90 who educate our children. In addition, shared leadership can
91 create a more democratic school environment in which there
92 is broad engagement in problem solving and decision making,
93 engaging the Association in student-centered educational quality
94 and helping to prepare a new generation of school leaders.

95 Careful planning, comprehensive training, and full funding
96 are key components of any successful educator-led school model.
97 A collaborative model of democratic leadership—educator-led,
98 educator-voice, stakeholder-led, union-led, or other configura-
99 tion—should be selected. This selection should be based on
100 the school's purpose with the active involvement of the site's
101 employees and of the local/state affiliate.

102 Local collective bargaining agreements and other negotiated
103 contracts are essential and should not be dismissed or aban-
104 doned. Engaging with the Association in developing a model that
105 respects the contract is essential.

106 Development of a comprehensive professional development
107 plan—including organizational development and leadership
108 skills—is essential for the successful transition to an educator-
109 led school.

110 Equitable funding and adequate support are keys to the suc-
111 cess of democratic model schools. Educators and their associa-
112 tions must demand these supports and resources as essential to
113 the development of school models that will support and improve
114 student learning. (2014)

116 **E-3. Time To Teach**

117 The National Education Association believes that "time to
118 teach" refers not only to those hours during which an educator
119 is actually teaching but also applies to those conditions that con-
120 tribute to the student-teacher relationship. These include a rea-
121 sonable, carefully defined work load, a duty-free lunch period,
122 an office in which to work, access to telephones, adequate and
123 appropriate office equipment, access to technology, freedom
124 from interruptions during instructional time, sufficient unencum-
125 bered planning time, time to evaluate student progress, time for
126 implementation of federal and state legislative requirements, and
127 elimination of the noninstructional tasks required of a teacher.

128 The Association also believes that, at all levels and in all dis-
129 ciplines, additional common planning time should be provided
130 during the student day for employees to meet for such purposes

1	as, but not limited to, planning interdisciplinary activities/units,	66
2	team planning time, and coordinating with special education and	67
3	with support professionals.	68
4	The Association recognizes that accountability requires	69
5	reporting on the uses of funding derived from federal, state,	70
6	and local education programs. The Association further believes,	71
7	however, that in order for the classroom educator to spend ade-	72
8	quate time on instructional duties, the paperwork burden on the	73
9	practitioner must be reduced and held to an absolute minimum.	74
10	The Association believes that educators need the freedom	75
11	and flexibility to schedule time and design programs to meet the	76
12	needs of students. (1969, 2007)	77
13		
14	E-4. Selection and Challenges of Materials and	
15	Teaching Techniques	
16	The National Education Association believes that democratic	
17	values can best be transmitted in an atmosphere that does not	
18	restrain free inquiry and learning. The Association also believes	
19	that quality teaching depends on the freedom to select materials	
20	and techniques. Teachers and school library media specialists	
21	must have the right to select and use materials and techniques	
22	without censorship or legislative interference. States, school dis-	
23	tricts, and educational institutions must include teachers and fac-	
24	ulty as full voting members on textbook and curriculum review	
25	and adoption committees. Participation must be voluntary and	
26	compensated.	
27	The Association deplores prepublishing censorship, book-	
28	burning crusades, and attempts to ban books from school library	
29	media centers and school curricula. Challenges to the choice	
30	of instructional materials and techniques must be orderly and	
31	objective, under procedures mutually adopted by professional	
32	associations and school governing boards.	
33	Materials in all subject areas should—	
34	a. Include strategies that encourage student interaction	78
35	b. Be developmentally appropriate	79
36	c. Include appropriate accommodations and modifications	80
37	for students with special needs	81
38	d. Be free from stereotypes and avoid biases	82
39	e. Support multicultural education and cultural competence	83
40	f. Address divergent points of view	84
41	g. Contain sufficient activities to teach the concepts	85
42	h. Provide for the evaluation of higher level thinking	86
43	i. Be historically and factually accurate	87
44	j. Be inclusive of all ethnic groups.	88
45	Instructional materials and equipment must be provided in	
46	sufficient variety and quantity to serve all students. (1969, 2021)	89
47		90
48	E-5. Development of Curriculum	
49	The National Education Association believes that to provide	
50	the highest quality of education to all students, educators must be	
51	the primary voice in the planning, development, implementation,	
52	monitoring, and refinement of curricula.	
53	The Association also believes that careful consideration must	
54	be given to the curriculum in regard to—	
55	a. Inclusion of lifelong learning skills	91
56	b. Student academic standards	92
57	c. Alignment of curriculum with standards	93
58	d. Unwarranted duplication of content	94
59	e. Prevention of content gaps and biases	95
60	f. Content overload	96
61	g. Developmentally appropriate content	97
62	h. Appropriate accommodations and modifications for	98
63	students with special needs	99
64	i. Integration of disciplines	100
65	j. Cultural competency and responsiveness.	101
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1	disciplined for refusing to suppress the free expression rights of	
2	students.	
3	The Association also believes that professional freedom	
4	is essential to the teaching profession. Professional freedom	
5	includes the teachers' right to evaluate, criticize, and/or advocate	
6	their personal point of view concerning the policies and	
7	programs of the schools. Furthermore, teachers must be free	
8	to depart from mandated scripted learning programs, pacing	
9	charts, and classroom assessments without prejudice or punishment.	
10	Teachers also have the right to assist colleagues when their	
11	academic or professional freedoms are violated.	
12	The Association further believes that legislation and regulations	
13	that mandate or permit the teaching of religious doctrines	
14	and/or groups that promote anti-public education agendas violate	
15	both student and teacher rights. The Association urges its affiliates	
16	to seek repeal of these mandates where they exist. (2002,	
17	2009)	
18		
19	E-9. Professional Discretion in the Classroom	
20	The National Education Association believes that daily contact	
21	with students as well as professional accountability place	
22	classroom teachers in the best position to address the educational	
23	needs of students.	
24	The Association also believes that teachers are best suited	
25	to develop and deliver appropriate instructional programs and	
26	classroom assessments that are consistent with state curriculum	
27	standards. The Association further believes that direct observation	
28	of students and analysis of data by the classroom teacher	
29	must guide instructional decisions without fear of reprisal.	
30	The Association believes that, while programs focusing on	
31	scripted learning and pacing charts can serve as frames of reference,	
32	it is still incumbent on the classroom teacher to evaluate the	
33	efficacy of all instructional programs and classroom assessments	
34	and to modify them when necessary in order to address the needs	
35	and facilitate the success of each student. Educational materials	
36	and resources should not replace or serve as a substitute for the	
37	teacher in the delivery of instruction. (2006, 2016)	
38		
39	E-10. Intellectual Property and Access to Copyrighted	
40	Materials	
41	The National Education Association believes that education	
42	employees should own the copyright to materials they create in	
43	the course of their employment. Ownership rights of education	
44	employees who create copyrightable materials should not prevent	
45	education employees from making appropriate use of such	
46	materials in providing educational services to their students.	
47	Employees should have the right to display, reproduce, and distribute	
48	copyrighted materials for educational purposes.	
49	The Association also believes that students should own the	
50	copyright to materials they create in the course of their studies	
51	and additionally, in the case of graduate students, to materials	
52	they create while working as teaching or research assistants.	
53	(1969, 2017)	
54		
55	E-11. Education Support Professionals in the Learning	
56	Environment	
57	The National Education Association believes that all education	
58	employees are essential to the learning environment. The	
59	Association recognizes that education support professionals are	
60	positive role models who enhance the education process.	
61	The Association also believes that the retention of education	
62	support professionals must be encouraged and is vital to keeping	
63	strong and effective public schools. (1990, 2014)	
64		
65		
	E-12. Impact of Federal and State Legislative Mandates	66
	The National Education Association believes that federal	67
	and state mandates regarding school programs should be broad	68
	guidelines and be fully funded without basing funding on student	69
	achievement and/or educator evaluation. The mandates and their	70
	evaluations should be established and assessed in collaboration	71
	with the Association and its state and local affiliates, and focus	72
	on the effect they have on students, education employees, school	73
	programs, and finances. (1979, 2016)	74
		75
	F. PROTECT THE RIGHTS OF EDUCATION AND	76
	OTHER PUBLIC EMPLOYEES AND ADVANCE THEIR	77
	INTERESTS AND WELFARE, AND PROMOTE,	78
	SUPPORT AND DEFEND PUBLIC EMPLOYEES'	79
	RIGHT TO COLLECTIVE BARGAINING	80
		81
	PAY EQUITY/COMPARABLE WORTH	82
		83
	F-1. Nondiscriminatory Personnel Policies/	84
	Affirmative Action†	85
	The National Education Association believes that, except as	86
	otherwise provided below, personnel policies and practices must	87
	guarantee that no person be employed, retained, paid, dismissed,	88
	suspended, demoted, transferred, retired, or harassed because of	89
	race, color, national origin, cultural diversity, accent, religious	90
	beliefs, residence, disability, political activities, professional	91
	association activity, age, size, marital status, family relationship,	92
	gender, sexual orientation, gender identity, or perceived gender	93
	identity.	94
	Affirmative action plans and procedures that encourage active	95
	recruitment and employment of ethnic minorities, women, persons	96
	with disabilities, and persons in underrepresented education	97
	categories should be developed and implemented in accordance	98
	with Association policy. Affirmative action plans and procedures	99
	that encourage active recruitment and employment of men in	100
	underrepresented education categories should also be developed	101
	and implemented. It may be necessary therefore to give preference	102
	to men in recruitment, hiring, retention, and promotion	103
	policies to overcome past discrimination. (1969, 2022)	104
		105
	F-2. Pay Equity/Comparable Worth	106
	The National Education Association believes that all workers	107
	should be paid on the basis of the requirements, skills, and worth	108
	of their jobs using nondiscriminatory practices.	109
	The Association supports all efforts to attain accurate and	110
	unbiased forms of job evaluation and to raise the pay of those	111
	jobs that are presently undervalued. The "market value" means	112
	of establishing pay cannot be the final determinant of pay scales	113
	since it too frequently reflects the race and sex bias in our society.	114
	The Association encourages efforts by education employees	115
	and others of the work force to gain salary levels appropriate	116
	to the skill, value, responsibility, and requirements of their jobs.	117
	(1982, 2015)	118
		119
	F-3. Tax Deductions for Professional Expenses	120
	The National Education Association believes expenses	121
	incurred for professional development must be considered	122
	as necessary and ordinary and must be uniformly deductible,	123
	as an adjustment, from gross income in the computation	124
	of federal, state, and local income taxes. Deductible expenses	125
	should include, but not be limited to, expenses incurred relating	126
		127
		128
	† See <i>NEA Handbook</i> for the Policy Statement on Affirmative Action adopted	129
	by the 1997 Representative Assembly, which sets forth the Association's	130
	full position dealing with this subject.	

1	to sabbatical leaves; educational travel for maintenance and	66
2	improvement of skills; an in-home office; education-related auto	67
3	use; and, purchasing of teaching supplements and professional	68
4	supplies, materials, and equipment. (1969, 2015)	69
5		70
6	COLLECTIVE BARGAINING PROCESS	71
7		72
8	F-4. Collective Bargaining Rights	73
9	The National Education Association believes that the attain-	74
10	ment and exercise of collective bargaining rights are essential	75
11	to the promotion of education employee and student needs in	76
12	society. The Association demands that these rights be advocated	77
13	where they are now abridged or denied and strengthened where	78
14	they are now secured.	79
15	The Association also believes that the democratic selection	80
16	of a collective bargaining representative to speak with one voice,	81
17	representing all employees in the bargaining unit, is the founda-	82
18	tion of effective collective bargaining. Democratic exclusive rep-	83
19	resentation amplifies the voice of employees, promotes solidarity,	84
20	and provides employees with the strongest footing for securing	85
21	redress of their common concerns. Therefore, the Association	86
22	unequivocally opposes attempts to dismantle or weaken the	87
23	democratic exclusive representation of employees. (1980, 2019)	88
24		89
25	F-5. Collective Bargaining and Grievance Procedures	90
26	The National Education Association believes in the necessity	91
27	of a public employees' federal collective bargaining law that will	92
28	not weaken any state or local bargaining laws. The Association	93
29	demands that federal, state, and local governing bodies bargain	94
30	collectively with all public employees. The Association supports	95
31	legislation that would prohibit the negotiating away of any public	96
32	employee statutory benefit, right, or protection.	97
33	The Association also believes that local affiliates and gov-	98
34	erning boards must negotiate, in good faith, written master	99
35	contracts. These contracts must include terms and conditions of	100
36	employment and other matters of concern and include a provi-	101
37	sion for agency fee.	102
38	The Association further believes that local affiliates should	103
39	determine the bargaining approach most appropriate for them.	104
40	The Association also supports a local's decision to use an inter-	105
41	est-based process as an option from a wide range of models for	106
42	collective bargaining and/or dispute resolution.	107
43	Grievance procedures shall be provided in the master contract	108
44	with definite steps to appeal the application or interpretation of	109
45	the contract. Binding arbitration shall be a part of the grievance	110
46	procedure.	111
47	The Association believes that binding arbitration and the	112
48	right to strike must be an integral part of any collective bargain-	113
49	ing process.	114
50	Coordinated bargaining by Association affiliates on a	115
51	regional or statewide basis is an important component of collec-	116
52	tive bargaining.	117
53	The Association also believes that state affiliates should seek	118
54	statutory penalties for governing boards that do not bargain in	119
55	good faith. Further, state affiliates should seek statutory penal-	120
56	ties for governing bodies that seek to rescind negotiated agree-	121
57	ments by declarations of bankruptcy or by any other means.	122
58	(1969, 1998)	123
59		124
60	F-6. Strikes	125
61	The National Education Association denounces the practice	126
62	of keeping schools open during a strike.	127
63	The Association believes that when a picket line is established	128
64	by the authorized bargaining unit, crossing it, whether physically	129
65		130
	or electronically, is strikebreaking and jeopardizes the welfare of	66
	education employees and the educational process.	67
	The Association also believes that the chances of reaching	68
	voluntary agreement in good faith are reduced when one party	69
	to the negotiation process possesses the power to use the courts	70
	unilaterally against the other party.	71
	The Association recommends that several procedures be used	72
	in resolution of impasse—such as mediation, fact finding, bind-	73
	ing arbitration, political action, and strike—if conditions make it	74
	impossible to provide quality education. In the event of a strike	75
	by education employees, extracurricular and cocurricular activi-	76
	ties must cease.	77
	Appropriate educator preparation institutions should be noti-	78
	fied that a strike is being conducted and urged not to cooperate	79
	in emergency licensing or placement practices that constitute	80
	strikebreaking. The Association condemns denial of credits to	81
	students working in the school for credit as part of an educa-	82
	tor preparation or credential program who have honored a work	83
	stoppage. In the event of a strike at the school of placement,	84
	affiliates should work with colleges and universities of both	85
	student teachers and students in field placements to ensure that	86
	those students honoring the work stoppage will receive credit for	87
	previous service and assignments, and be provided an opportu-	88
	nity for a comparable alternative placement in order to complete	89
	all remaining preservice requirements.	90
	The Association also condemns the use of ex parte injunction,	91
	jailing, setting of excessive bail, fines, firing of members, com-	92
	munity service in lieu of other penalties, decertification of an	93
	organization as the bargaining agent, loss of association rights,	94
	and revocation or suspension of tenure, licensure, and retirement	95
	benefits in school work stoppages.	96
	The Association urges enactment and enforcement of statutes	97
	guaranteeing the rights of education employees when a work	98
	stoppage occurs, including the right to present their case to the	99
	state or courts, before back-to-work orders are issued.	100
	The Association also urges its affiliates to establish practices	101
	and procedures to supply financial and emotional support as	102
	well as external and internal publicity for any local engaged in a	103
	strike. The Association is committed to supporting affiliates in	104
	the event of a strike or work action. (1969, 2019)	105
		106
	BARGAINING ISSUES	107
		108
	F-7. Basic Contract Standards	109
	The National Education Association believes that collective	110
	bargaining agreements between education employees, including	111
	part-time and temporary, and their employers should contain	112
	certain standard contractual concepts. The Association also	113
	believes that, in nonbargaining jurisdictions, these concepts	114
	should be incorporated into legislation, employer policy, and/	115
	or other sources that establish the terms and conditions of	116
	employment for education employees, including part-time and	117
	temporary. These concepts include—	118
	a. A grievance procedure that terminates with final and	119
	binding arbitration	120
	b. Just cause for any disciplinary action with guaranteed	121
	due process through final and binding arbitration and	122
	continuation of all employee rights, including full	123
	compensation and job security	124
	c. A seniority list that is updated, published, and distributed	125
	annually	126
		127
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1	d.	Layoff and recall based only on seniority as bargaining	distance education are used to supplement, not supplant,	66
2		unit members, licensure/certification, and, to the extent	employees	67
3		legally permissible, affirmative action [†]	aa. Insurance against loss of personal items located on	68
4	e.	Employer-paid benefits, including but not limited to	school property in the event of a natural disaster. (1989,	69
5		comprehensive health, life, dental, vision, and income	2021)	70
6		protection insurance and employee assistance programs,		71
7		that fully cover bargaining unit members, domestic		72
8		partners, and their families	F-8. Salaries and Other Compensation	73
9	f.	Membership in the association or the payment of a fair-	The National Education Association believes that salary and	74
10		share fee as a condition of employment	other compensation structures for education employees are mat-	75
11	g.	Required posting of all vacant or newly created positions	ters for collective bargaining. The Association also believes that	76
12		along with the right of bargaining unit members to apply	any proposed or legislated salary and other compensation struc-	77
13		for these positions	ture should not bypass or undermine the bargaining process or	78
14	h.	Unassigned preparation, planning, and travel time as	negotiated agreements. The Association further believes that, in	79
15		applicable for all members of the bargaining unit	nonbargaining jurisdictions, salary schedules should be incorpo-	80
16	i.	Specified class size, caseload, teaching assignment, and	rated into legislation, employer policy, and/or other sources that	81
17		job description	establish the terms and conditions of employment for education	82
18	j.	A duty-free lunch period of not less than 30 minutes for	employees.	83
19		all members of the bargaining unit	The Association believes that salary schedules should—	84
20	k.	Nondiscriminatory, fair, and equitable treatment of	a. Provide for entry-level salaries and career earnings	85
21		bargaining unit members	comparable to those of other professions and occupations	86
22	l.	Contractually defined procedures for evaluation and	with similar preparation and responsibilities and be	87
23		promotion	structured to provide compensation levels that encourage	88
24	m.	Release time for Association business with full pay and	all educators to remain in the educational setting	89
25		benefits	b. Be based on preparation, academic degrees, experience,	90
26	n.	Parental/child rearing leave for employees to provide	professional growth, responsibilities, and full length of	91
27		care for natural or adopted children	service	92
28	o.	Contractually defined procedures for ensuring education	c. Assure that initial placement and advancement on the	93
29		employee decision making in curriculum design and	salary schedule are nondiscriminatory	94
30		related instructional management and reporting systems	d. Provide additional compensation for certification from	95
31	p.	Time during the regular work day and work year for	the National Board for Professional Teaching Standards	96
32		education employees to plan, engage in professional	as well as other national certifications that meet rigorous	97
33		development, work on curriculum and assessment,	and appropriate qualifying standards	98
34		evaluate and document student progress, mentor and be	e. Provide and maintain structural integrity through the	99
35		mentored, and provide professional leadership	use of an index or percentage guide for experience	100
36	q.	Salary schedules that are equitable, regardless of the	increments and levels of academic preparation	101
37		age level of the students being taught, and are based	f. Assure that salary paid for summer employment,	102
38		upon preparation, professional growth, and length of	continuing education programs, extended contracts,	103
39		service, and that exclude any form of merit pay except	conducting employee training or workshops, and extra	104
40		in institutions of higher education where it has been	duty is not less than the rate for regular pay	105
41		bargained	g. Assure that salaries paid in early childhood,	106
42	r.	Placement and advancement on the salary schedule based	nontraditional, adult, and alternative programs are on	107
43		on qualifications and number of years of experience in	par with salaries paid in traditional programs and that	108
44		the profession	any personnel serving lower socioeconomic groups are	109
45	s.	Extracurricular and extra-duty assignments filled on	not paid less than equivalent educational professionals	110
46		a voluntary basis and compensated at no less than the	providing similar service to higher socioeconomic	111
47		employee's regular rate of pay	groups	112
48	t.	Protection from being required to participate in	h. Define "salary increase" to mean the exact monetary	113
49		community service	differential between the existing salary schedule and	114
50	u.	Retirement benefits based on all income derived from	the proposed salary schedule—exclusive of incremental	115
51		school employment	adjustments—and all basic benefits	116
52	v.	Clearly defined bargaining unit membership	i. Provide at a minimum a living wage for education	117
53	w.	A guaranteed safe and healthy working environment,	support professionals	118
54		including a secured/lockable storage space for personal	j. Provide compensation sufficient to allow education	119
55		belongings	employees to live comfortably in the communities in	120
56	x.	The school calendar	which they work.	121
57	y.	Protection from unilateral changes in terms or conditions	The Association opposes providing additional compensation	122
58		of employment	to attract and/or retain education employees in hard-to-recruit	123
59	z.	Provisions to define class loads, student contact hours,	positions.	124
60		and contract hours for instructors who are involved in	The Association also believes that local affiliates can best	125
61		distance education, and to guarantee that technology and	promote the economic welfare of all education employees,	126
62			regardless of source of funding, by following the salary stan-	127
63			dards developed at the state and national levels.	128
64			The Association further believes that performance pay sched-	129
65			ules, such as merit pay or any other system of compensation	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	based on an evaluation of an education employee's performance,	
2	are inappropriate.	
3	The Association believes that its affiliates should seek the	
4	repeal of laws limiting maximum salaries and benefits for educa-	
5	tion employees.	
6	The Association also believes that there should be no limit	
7	to the number of years of experience an education employee can	
8	transfer.	
9	The Association further believes that, if school districts con-	
10	solidate or separate, education employees should not lose their	
11	tenure or have their salary, benefits, or seniority reduced. (1969,	
12	2019)	
13		
14	F-9. Additional/Enhanced Compensation Models	
15	The National Education Association believes that the single	
16	salary schedule is the most transparent and equitable system for	
17	compensating education employees. The development of any	
18	additional/enhanced compensation system must include authen-	
19	tic representation and agreement from all stakeholders, espe-	
20	cially those who will be directly affected by the plan. The design	
21	of such a system must be accomplished through the collective	
22	bargaining process; or in nonbargaining jurisdictions should	
23	be incorporated into legislation, employer policy, and/or other	
24	sources that establish the terms and conditions of employment	
25	for education employees using input from all affected stakehold-	
26	ers. In nonbargaining units, the plan should be agreed to by a 75	
27	percent vote of the membership.	
28	The Association also believes that the goals of any additional	
29	compensation model should be to—	
30	a. Increase student learning opportunities	
31	b. Increase salaries and fairly compensate all education	
32	employees	
33	c. Contribute to improved professional practice,	
34	collaboration, and mentoring	
35	d. Promote quality staff development and training	
36	e. Attract and retain high-quality education employees	
37	f. Increase support for public education.	
38	The Association further believes that any additional compen-	
39	sation model should—	
40	a. Be fully funded without reprioritizing existing resources	
41	b. Be funded in a sustainable manner	
42	c. Be based on best practice research	
43	d. Clearly define how one qualifies for the additional	
44	compensation	
45	e. Be accessible, on a voluntary basis, to all education	
46	employees	
47	f. Be maintained with the right to due process	
48	g. Relate to the school's educational objectives	
49	h. Provide leadership opportunities for members of all	
50	employee groups	
51	i. Be open to compensation for the acquisition of additional	
52	knowledge and skills	
53	j. Be determined at the local level with involvement of	
54	those who will be directly affected.	
55	The Association believes that additional/enhanced compensa-	
56	tion models should not diminish the professional status of those	
57	education employees who do not receive the additional compen-	
58	sation or in any way suggest that such education employees are	
59	not qualified for the positions that they hold.	
60	The Association also believes that compensation conditioned	
61	on student attendance and/or outcomes (such as test scores) would	
62	be inappropriate. Test scores may provide valuable information	
63	to teachers and schools that can be used to inform curriculum	
64	and instructional decisions.	
65		
	The Association supports regular employee evaluations to	66
	provide information for professional growth, although the highly	67
	subjective nature of evaluations makes them inappropriate for	68
	additional/enhanced compensation decisions. (2001, 2011)	69
		70
	F-10. School Cancellation Policies and Compensation	71
	The National Education Association believes the compensa-	72
	tion of education employees should not be impacted by students'	73
	non-attendance days and/or digital instructional days due to	74
	unforeseen circumstances which limit an employee's days or	75
	hours. (2017)	76
		77
	F-11. Benefits	78
	The National Education Association believes that benefit	79
	structures and costs to employees should be subject to collective	80
	bargaining or, in nonbargaining jurisdictions, incorporated into	81
	legislation, employer policy, and/or other sources that establish	82
	the terms and conditions of employment. The Association also	83
	believes that all education employees should be eligible for	84
	benefits that include but are not limited to—	85
	a. Comprehensive insurance programs	86
	1. Health	87
	2. Dental	88
	3. Vision	89
	4. Hearing	90
	5. Life	91
	6. Legal	92
	7. Workers' compensation	93
	8. Long-term physical and mental disability	94
	9. Prescription drug	95
	b. Paid leaves	96
	1. Sick leave with unlimited accumulation	97
	2. Personal leave with unlimited accumulation	98
	3. Bereavement leave	99
	4. Parental leave, including adoption	100
	5. Family leave	101
	6. Dependent care leave	102
	7. Sabbatical leave	103
	8. Professional leave	104
	9. Association leave	105
	10. Religious leave	106
	11. Vacation time	107
	c. Additional remuneration	108
	1. Severance pay	109
	2. Tuition reimbursement	110
	3. Retirement compensation	111
	4. Unemployment compensation	112
	5. Benefit extension for laid-off employees	113
	d. Personal assistance	114
	1. Personal assault protection, and in the event of	115
	assault, counseling services and leave that is not	116
	subject to sick or personal leave	117
	2. Employee assistance program	118
	3. Reimbursement for damages to or loss of personal	119
	property at work site	120
	4. Child care and pre-school education	121
	5. An opportunity to participate in a cafeteria-type	122
	plan or plan authorized by Section 125 of the U.S.	123
	Federal Tax Code	124
	The Association further believes that education employees	125
	and their spouses, domestic partners, and/or dependents should	126
	have equal access to all benefits applicable to them.	127
	The Association believes that paid parental leave without fear	128
	of reprisal is essential for the welfare of children. Such leave	129
		130

1	establishes strong family ties and ensures proper health and well-being of all family members.	66
2		67
3	The Association also believes that comprehensive insurance	68
4	programs should be provided for education employees on official	69
5	leave of absence or parental leave.	70
6	The Association further believes that provisions should	71
7	be made for retirees, their spouses, domestic partners, and/	72
8	or dependents at their option to continue in the comprehensive	73
9	health, dental, prescription drug, hearing, and vision programs.	74
10	The Association believes that, if school districts consolidate,	75
11	regionalize, share services, or separate, education employees	76
12	should not lose their tenure or have their salary, benefits, or	77
13	seniority reduced. (1969, 2021)	78
14		79
15	F-12. Education Professionals Outside the Traditional	80
16	PreK-12 Schools	81
17	The National Education Association recognizes the contri-	82
18	butions of educators who work with students in school settings	83
19	other than the traditional preK-12 schools. The Association	84
20	believes that these education professionals have the right to	85
21	collective bargaining processes that are comparable to their	86
22	preK-12 counterparts. The Association also believes that these	87
23	employees are entitled to equitable contract language that offers	88
24	the same rights and protections as education employees within	89
25	traditional preK-12 school settings. (2007, 2014)	90
26		91
27	F-13. Faculty Reward Structures in Higher Education	92
28	The National Education Association believes that the reward	93
29	structure for an institution of higher education should reflect the	94
30	mission of the institution. An institution whose mission is teach-	95
31	ing undergraduate students should reward good teaching. An	96
32	institution whose mission is community outreach should reward	97
33	service. An institution whose mission is basic or applied research	98
34	should reward good research. The proper balance between teach-	99
35	ing, service, and research is contingent upon faculty and admin-	100
36	istration agreement on the institutional mission of the particular	101
37	campus and should be codified within the collective bargaining	102
38	process, where available, or through faculty governance. (1995,	103
39	2015)	104
40		105
41	F-14. Contingent Faculty and Professional Staff	106
42	Protection	107
43	The National Education Association actively supports creat-	108
44	ing new full-time faculty positions within colleges, universities,	109
45	and community colleges, and, in doing so, giving priority to con-	110
46	tingent faculty seeking full-time positions. Contingent faculty	111
47	and professional staff are valuable and, in many cases, necessary	112
48	to the programs of colleges and universities. Therefore, they	113
49	should be treated no differently than full-time, tenure-track, or	114
50	permanent faculty or professional staff for purposes of employ-	115
51	ment conditions, including eligibility to bargain collectively.	116
52	However, the excessive use of academic appointments on contin-	117
53	gent, temporary, non-tenure track, and/or multiple-year contracts	118
54	may undermine academic and intellectual freedom, opportunity	119
55	for tenure, and participation in the governance structure. Institu-	120
56	tions fail to fulfill their responsibility to provide adequate work-	121
57	ing conditions and educational support when contingent faculty	122
58	have no office space or allowance for office hours and are forced	123
59	to teach at multiple campuses, thereby undermining educational	124
60	quality.	125
61	Equitable treatment of contingent faculty and professional	126
62	staff must include—	127
63	• Salary and benefits proportionate (pro rata pay and	128
64	benefits) to their work, including course preparation time,	129
65		130
	office hours, committee assignments and involvement in	66
	shared governance	67
	• Equal treatment with tenure system faculty regarding	68
	issues of resource allocation, including office space,	69
	access to phone and computer equipment, library	70
	facilities, secretarial support, fee waivers, and required	71
	professional development	72
	• Conversion from contingent positions to full-time tenure	73
	positions in programs that need or will benefit from	74
	more full-time positions due to growth, reassignment, or	75
	retirement. Contingent faculty who have demonstrated	76
	competence in the institution through positive evaluations	77
	should be offered the opportunity to convert into full-	78
	time tenure-track faculty. Additionally, those seeking	79
	tenure-track positions should have the opportunity to	80
	present their qualifications in a fair and unbiased way for	81
	new positions. Institutions in collaboration with exclusive	82
	representation or appropriate governance procedures	83
	must develop and implement an appropriate evaluation	84
	system for contingent faculty to assure consideration for	85
	such positions.	86
	The Association believes that equitable policies and practices	87
	must be in place so that contingent faculty are treated as institu-	88
	tionally supported professionals and can better serve students as	89
	an integral and valued part of these institutions of higher educa-	90
	tion. (2008, 2009)	91
		92
	F-15. Graduate Assistant Protection	93
	The National Education Association believes that graduate	94
	assistants employed within higher education institutions are	95
	valued employees deserving equitable treatment. Graduate assis-	96
	tants should be entitled to similar rights and access to resources	97
	that faculty receive, including but not limited to—	98
	a. Wages and benefits proportionate to their assigned work	99
	including course preparation time, research conducted,	100
	office hours, committee appointments, and involvement	101
	in governance	102
	b. Equitable access to resources such as office space, phone	103
	usage and computers with Internet access for work	104
	purposes, storage space, ability to receive mail, office	105
	supplies, educational materials required for classroom	106
	instruction and/or research, and printing facilities for	107
	work related duties	108
	c. A fair and transparent evaluation and discipline process	109
	as well as a grievance procedure available to faculty and	110
	other staff of the employing institution	111
	d. Access to professional development opportunities.	112
	The Association further believes that overreliance on gradu-	113
	ate assistants in response to government under-funding and other	114
	fiscal crises is detrimental to the institution, the employees, and	115
	the students. Therefore, equitable policies and practices must	116
	be in place so graduate assistants can function as professionals	117
	in institutions of higher education and continue to successfully	118
	proceed toward completion of their graduate and postgraduate	119
	degrees. (2010)	120
		121
	F-16. Economic Welfare	122
	The National Education Association supports programs	123
	promoting social and economic justice and continues to support	124
	programs that decrease unemployment for the American people.	125
	(1979, 2015)	126
		127
		128
		129
		130

1	F-17. Constitutional and Civil Rights—Employment	
2	Protection	
3	The National Education Association, recognizing the continu-	
4	ing erosion of civil rights, reaffirms its commitment to protect	
5	the constitutional and civil rights of all education employees. The	
6	Association believes that the constitutional rights guaranteed to	
7	all citizens shall not be abridged for public education employ-	
8	ees. The Association also believes that all levels of government	
9	should monitor and enforce fair employment practice laws. The	
10	Association and its affiliates, working with federal, state, and	
11	local officials and agencies, shall work to promote enactment of	
12	and compliance with such laws and seek to include these rights	
13	in contractual agreements.	
14	The Association further believes that education employees	
15	should be free to participate in legal and constitutionally pro-	
16	protected activities in private life without fear of workplace reprisal,	
17	discipline, or termination. (1991, 2016)	
18		
19	F-18. Continuing Employment and Fair Dismissal	
20	Practices	
21	The National Education Association believes that security of	
22	position must be provided for all education employees through	
23	appropriate employment policies, including fair dismissal proce-	
24	dures. The laws and master contracts governing said procedures	
25	must afford all education employees, including probationary and	
26	substitute employees, procedural and substantive due process.	
27	The Association also believes that state laws must provide for	
28	the continuing employment and/or tenure of state and/or local	
29	education employees and that federal laws must provide similar	
30	protection for education employees in federal schools.	
31	The Association further believes that any nonrenewal, revo-	
32	cation, or significant change to the licensure of an education	
33	employee should only follow procedural and substantive due	
34	process and not be impacted by nonrenewal or termination of	
35	specific employment. (1969, 2010)	
36		
37	F-19. Reduction in Force	
38	The National Education Association believes that one of its	
39	basic responsibilities is job security and urges its affiliates to sup-	
40	port legislation and/or to negotiate in master contracts criteria to	
41	be utilized should reduction in force (RIF) occur. Criteria should	
42	include seniority, objectivity, nondiscrimination, uniformity of	
43	application, and affirmative action. [†] Should RIF become neces-	
44	sary, the number of administrators, supervisors, and managers	
45	should be reduced at least in proportion to the number of other	
46	education employees being reduced. Contracts should estab-	
47	lish recall procedures in which staff would be recalled in the	
48	reverse order in which they were laid off. Neighboring districts	
49	are encouraged to establish jointly such procedures that on a	
50	regional basis would provide priority hiring of laid-off education	
51	employees.	
52	The Association also believes that local affiliates should—	
53	a. Negotiate reduction in force policies that exclude	
54	performance evaluation from consideration in the RIF	
55	process	
56	b. Work cooperatively with governing boards and	
57	community leaders to assist in rehiring, relocating,	
58	and/or providing alternative career training for laid-off	
59	education employees	
60		
61		
62		
63	[†] See <i>NEA Handbook</i> for the Policy Statement on Affirmative Action ad-	
64	opted by the 1997 Representative Assembly, which sets forth the Associa-	
65	tion's full position dealing with this subject.	
	c. Condemn the improper use of RIF to eliminate complete	66
	areas from comprehensive educational and pupil	67
	personnel programs.	68
	It must be recognized that the reduction of staff and/or nonre-	69
	placement of retiring and resigning educators are both forms of	70
	reduction in force. (1975, 2014)	71
		72
	F-20. Mandated Training/Retraining	73
	The National Education Association believes that when a fed-	74
	eral, state, or district mandate requires an education employee	75
	to meet new standards of employability and/or to be retrained, it	76
	is the responsibility of the mandating agency to provide release	77
	time for training, to compensate the employee at the employee's	78
	hourly rate of pay, and to provide for the cost of tuition, text-	79
	books, and travel. (1988, 2005)	80
		81
	F-21. Protection of Education Employees	82
	The National Education Association believes that education	83
	employees must be safe in schools and that federal and state leg-	84
	islation protecting all education employees should be enacted.	85
	The Association also believes that affiliates, school districts and	86
	governing boards, law enforcement agencies, and courts should	87
	work cooperatively to ensure the strict enforcement of all laws	88
	within public schools and educational institutions.	89
	The Association further believes that all education employees	90
	working with a student having a record of violent behavior or	91
	severe behavior problems should be immediately informed of the	92
	nature, extent, and duration of the student's record of violent acts/	93
	disruptive behaviors. Before student placement, these employees	94
	should also be provided with teaching strategies that may impact	95
	the student's learning style and a plan for behavior management	96
	and modification.	97
	The Association believes that when education employees	98
	are the victims of physical attack, verbal abuse, theft, vandal-	99
	ism, or harassment due to gender, sexual orientation and gender	100
	identity, or other causes, they should receive the full support of	101
	their employer in pursuing legal and other remedies, as well as	102
	receiving reimbursement for their personal and property loss.	103
	Time lost due to injuries from attacks should not be deducted	104
	from accumulated sick leave or personal leave.	105
	The Association also believes that education employees must	106
	have the right to review and provide documentation to, as well as	107
	the right to participate—with association representation—in the	108
	student discipline hearing.	109
	The Association further believes that education employees	110
	have the right to refuse continued placement of the student in	111
	their school related settings when the safety of other students or	112
	education employees is in question. (1970, 2009)	113
		114
	F-22. Personnel Policies and Procedures	115
	The National Education Association believes that personnel	116
	policies and procedures should be written and developed coop-	117
	eratively by local affiliates and their local boards of education or	118
	appropriate governing bodies. The Association also believes in	119
	a cooperative review for improvement of the personnel policies	120
	and procedures. Where it exists, improvements will be made	121
	through the negotiation/problem-solving process. (1969, 2014)	122
		123
	F-23. Site-Based Decision Making	124
	The National Education Association supports site-based	125
	decision-making processes that are based on contractual/formal	126
	agreements between districts and local affiliates. The Associa-	127
	tion believes that the scope of local site-based decision making	128
	should be limited only by the contractual/formal agreement. The	129
		130

1	Association also believes that such agreements must include the	
2	following elements:	
3	a. Voluntary participation by local sites	
4	b. A district-association structure for processing conflict	
5	resolution	
6	c. An agreement on the scope of decision-making authority	
7	available to sites	
8	d. Decision-making bodies composed of a majority of	
9	nonmanagement education employees with all members	
10	selected by the constituency represented	
11	e. Compensated planning and training time for staff	
12	and governance bodies as well as additional resources	
13	necessary for successful implementation	
14	f. Compensation and/or release time for participating staff	
15	members. (1990, 1999)	
16		
17	F-24. Faculty-Staff Governance in Higher Education	
18	The National Education Association believes that faculty and	
19	staff in higher education should participate in the governance	
20	of their educational institutions. Higher education faculty should	
21	have primary responsibility for determining curricula, methods	
22	of instruction, and subject matter; establishing requirements for	
23	earning degrees and certificates; reviewing institutional budgets;	
24	and making recommendations on financial issues that impact	
25	academic programs.	
26	Where appropriate, faculty and staff should participate in	
27	the selection and evaluation process and determine the status of	
28	colleagues and administrators, especially appointments, reap-	
29	pointments, and tenure.	
30	The Association also believes it is the primary responsibility	
31	of faculty and staff, where appropriate, to establish procedures	
32	relative to promotions, sabbaticals, and research support.	
33	The Association further believes that collective bargain-	
34	ing provides an additional method of institutional governance.	
35	Faculty and staff should determine policies and procedures to	
36	govern salary structure, pay increases, benefit programs, calen-	
37	dar, and working conditions. (1994, 2006)	
38		
39	F-25. Job Sharing	
40	The National Education Association supports the concept of	
41	voluntary job sharing as a means of providing a flexible employ-	
42	ment opportunity to help meet the varying needs of education	
43	employees. The Association believes that there must be fair and	
44	equitable distribution of work between both job sharers in terms	
45	of the total number of hours of work and the work load.	
46	The Association asserts that job sharing conditions of work	
47	must be subject to collective bargaining and that they require the	
48	following minimum conditions for successful implementation:	
49	a. Prorated application of the salary schedule with full	
50	recognition of years of experience	
51	b. An equitable share of all benefits	
52	c. An agency shop provision	
53	d. The right to revert to full-time status	
54	e. No loss of rights gained through tenure/seniority	
55	f. Equitable credit toward seniority/retirement. (1981,	
56	2006)	
57		
58	F-26. Intern Programs	
59	The National Education Association believes that intern	
60	programs should be utilized solely for the development of pro-	
61	fessional expertise and not as a means of reducing budgets and/	
62	or supplanting or reducing the number of education employee	
63	positions. The Association also believes that interns who are	
64	employed by school districts should be included in local bargain-	
65	ing units. (1977, 1999)	
	F-27. Student Workers in Educational Institutions	66
	The National Education Association recognizes the impor-	67
	tance of providing employment opportunities for students in	68
	educational institutions. The Association supports the hiring of	69
	permanent education employees as opposed to reducing their	70
	number through employment of students. (1992, 2014)	71
		72
	F-28. Education Support Professionals in the Classroom	73
	The National Education Association believes that classroom	74
	teachers should be provided with support staff to assist in the	75
	educational process. The education support professionals should	76
	assist the classroom teacher, not displace the teacher, and should	77
	have a written job description that defines their duties and	78
	includes meaningful professional development.	79
	The Association believes that the employment of education	80
	support professionals should not be a rationale for increasing	81
	class size. (1969, 2015)	82
		83
	F-29. Summer School Alternative Calendars, Extended	84
	School Day/Year, and Year-Round Schools	85
	The National Education Association believes that local	86
	affiliates must participate fully in the design, authorization,	87
	implementation, evaluation, and continuation of summer school,	88
	alternative calendars, extended school day/year, and year-round	89
	school programs. Policies governing these programs must take	90
	into consideration the impact on the community and be in accor-	91
	dance with the Association's principles for professional salaries	92
	and class size. These programs must be staffed by properly	93
	certificated/licensed employees. Employment in these programs	94
	must be on a voluntary basis. (1975, 2008)	95
		96
	PROTECTION OF EDUCATION EMPLOYEES	97
		98
	F-30. Education Employees Injured on the Job	99
	The National Education Association believes that the legal	100
	rights of education employees injured on the job must be	101
	protected.	102
	The Association encourages its affiliates to protect the rights	103
	of injured members and provide access to information regarding	104
	employment-related injuries. (2000, 2016)	105
		106
	F-31. Unemployment/Disability Compensation	107
	The National Education Association supports the inclusion of	108
	education employees in unemployment and disability compensa-	109
	tion legislation at the state and federal levels. (1972, 1986)	110
		111
	F-32. Subcontracting/Contracting Out	112
	The National Education Association believes that public	113
	school employees should perform public school services. When	114
	public schools are unable to provide services, subcontracting/	115
	contracting out arrangements should not—	116
	a. Transfer or displace education employees	117
	b. Replace full-time positions with temporary, part-time, or	118
	volunteer workers	119
	c. Replace services that are, or could feasibly be, provided	120
	by public education employees	121
	d. Abrogate previously contracted benefits, reduce	122
	compensation, deny benefits, and/or reduce or eliminate	123
	accumulated retirement experience and benefits	124
	e. Be implemented without agreement from the affected	125
	affiliate.	126
	Where subcontracting exists, the Association believes that	127
	all personnel who are employed through the subcontractor to	128
	work in the school district or educational institution must meet	129
	the highest standards of accountability. The subcontractor must	130

1	conduct background checks prior to allowing employees to work	66
2	in the school district or educational institution and submit vali-	67
3	dation of its findings to the school district or educational insti-	68
4	tution and must provide continuing evaluation and supervision	69
5	of these employees. The Association insists that such criminal	70
6	background checks must provide that—	71
7	a. Information collected will not be released to boards of	72
8	education in a form other than a statement of qualification	73
9	but be kept by the investigating state or national agency	74
10	b. Every employee or potential employee has a right to due	75
11	process and access to records	76
12	c. Clear, specific, observable, and objective evidence of	77
13	rehabilitation for past offenses is included	78
14	d. Any fee for background checks shall not be borne by the	79
15	employee or potential employee. (1977, 2016)	80
16		
17	F-33. Confidentiality of Employee Records	81
18	The National Education Association believes that all	82
19	employee records are privileged information and must remain	83
20	confidential. In order to maintain confidentiality, the rights of	84
21	education employees must include—	85
22	a. A guarantee that only one personnel file exists	86
23	b. Access to materials in personnel files, including a list of	87
24	all electronic and hard copy records maintained by an	88
25	educational institution	89
26	c. The authority to inspect, review, and obtain copies of	90
27	such records, explanations and interpretations of such	91
28	records, and a record of past access	92
29	d. Written notification within 10 working days of any	93
30	placement of materials in the employee's personnel file	94
31	e. An opportunity to respond to and challenge any materials	95
32	and purge those that are inaccurate, misleading, and	96
33	distorted	97
34	f. A provision to consent to or deny release of such records,	98
35	including the right to receive copies of released materials.	99
36	The Association also believes that any ancillary records (as	100
37	required by the Health Insurance Portability and Accountability	101
38	Act or HIPAA), such as medical and legal records, with which	102
39	the educational institution may come in contact, are to be treated	103
40	as privileged information and must also remain confidential.	104
41	The Association further believes that it is the duty of the	105
42	educational institution to inform employees of these rights and	106
43	to enforce these rights. (1975, 2015)	107
44		108
45	F-34. Right to Privacy for Education Employees	109
46	The National Education Association believes that education	110
47	employees must be guaranteed the rights of privacy. These rights	111
48	must include—	112
49	a. Freedom from audio or video surveillance without the	113
50	prior written permission of the individual	114
51	b. Freedom from harassment by individuals, organizations,	115
52	or businesses due to unauthorized release or sale of	116
53	employee records	117
54	c. Protection from exploitation via phone and electronic	118
55	media	119
56	d. Computer access in a private and secure setting	120
57	e. Security of computer files, passwords, and user codes	121
58	from inappropriate or unauthorized access	122
59	f. Authority to refuse a polygraph, lie detector, or other	123
60	invasive method of evidence collection.	124
61	The Association also believes that fingerprinting is acceptable	125
62	only for the purpose of a pre-employment or pre-licensure check	126
63	for criminal records that are pertinent to education employment.	127
64	The Association opposes fingerprinting as a condition of contin-	128
65	ued employment or licensure. The Association further believes	129
		130
	that all costs of fingerprinting must be borne by the employer or	66
	licensing agency. (1999, 2016)	67
		68
	F-35. Privileged Communications	69
	The National Education Association believes that commu-	70
	nications between all education employees and students must	71
	be legally privileged with the exception of items covered under	72
	HIPAA laws and/or state reporting laws. The Association also	73
	believes that communication between administrators and other	74
	education employees must be kept private without the consent of	75
	the affected employee. The Association urges its affiliates to aid	76
	in seeking legislation that provides this privilege and protects	77
	both education employees and students. (1974, 2015)	78
		79
	F-36. Protection of Education Employee Advocates	80
	The National Education Association believes that education	81
	employees have the right to organize and to serve as advocates	82
	for education employees, students, and parents/guardians. The	83
	Association also believes that every member has the right and	84
	obligation to participate in the Association without fear, intimi-	85
	dation, or retribution.	86
	The Association further believes that governing boards,	87
	administrators, and public officials must respect education	88
	employees and their right to exercise constitutional guarantees	89
	and condemns those who attempt to fire, demote, transfer, or give	90
	punitive assignments to education employees for their leadership	91
	in education employee organizations or for questioning apparent	92
	violations of their terms of employment.	93
	The Association believes that school board policies should	94
	allow the provision of release time without loss of pay for those	95
	who are fulfilling leadership responsibilities, attending meet-	96
	ings, appearing in court in their roles as advocates, or participat-	97
	ing in other Association activities. The Association also believes	98
	affiliates should be allowed uncensored and unencumbered use	99
	of school property for conducting Association business. (1976,	100
	2015)	101
		102
	F-37. Protection of Education and Other Public	103
	Employees from Workplace Bullying	104
	The National Education Association believes that all employ-	105
	ees should be protected from workplace bullying. Bullying cre-	106
	ates an unhealthy and unprofessional power imbalance between	107
	bully and target. The Association encourages its affiliates to	108
	work with school districts and institutions of higher education to	109
	discipline any education employee, student, parent, guardian, or	110
	volunteer who engages in any form of workplace bullying.	111
	Workplace bullying can include, but is not limited to—	112
	a. Systematic aggressive communication	113
	b. Manipulation of work assignments	114
	c. Repeated, health-harming mistreatment	115
	d. Verbal abuse	116
	e. Conduct which is threatening, humiliating, degrading,	117
	intimidating, or sabotaging	118
	f. Abuse via social media and/or the Internet	119
	g. Retaliation. (2011, 2022)	120
		121
	F-38. Protection of Education and Other Public	122
	Employees from Age Harassment	123
	The National Education Association believes that educa-	124
	tion employees should be protected from age harassment. The	125
	Association encourages its affiliates to work with local school	126
	districts and institutions of higher education to—	127
	a. Establish strong policies that empower education	128
	employees to make their own decisions regarding	129
	continued employment and retirement	130

1	b. Develop and maintain educational programs to help	66
2	individuals recognize, understand, prevent, and combat	67
3	age harassment	
4	c. Develop, maintain, and publicize a grievance procedure	68
5	that encourages the reporting of incidents of age	69
6	harassment, resolves complaints promptly, and protects	70
7	the rights of all parties. (1989, 2017)	71
8		72
9	F-39. Protection of Education and Other Public	73
10	Employees from Disability Harassment	74
11	The National Education Association believes that education	75
12	employees should be protected from all forms of harassment due	76
13	to a visible or invisible disability. The Association encourages its	77
14	affiliates to work with school districts and institutions of higher	78
15	education to—	79
16	a. Establish strong policies that ensure compliance with	80
17	all provisions of the Americans with Disabilities Act	81
18	(ADA) and provide all necessary accommodation for	82
19	full participation in all employment responsibilities	83
20	b. Develop and maintain educational programs to help	84
21	individuals recognize, understand, prevent, and combat	85
22	disability harassment	86
23	c. Develop, maintain, and publicize a grievance procedure	87
24	that encourages the reporting of incidents of disability	88
25	harassment, resolves complaints promptly, and protects	89
26	the rights of all parties	90
27	d. Provide information regarding services available	91
28	to protect individuals whose employers are not in	92
29	compliance with ADA. (2005, 2017)	93
30		94
31	F-40. Protection of Education and Other Public	95
32	Employees from Gender Identity, Gender Expression,	96
33	and Sexual Orientation Harassment	97
34	The National Education Association believes that educa-	98
35	tion and other public employees, including transgender and	99
36	transitioning individuals, should be protected from all forms of	100
37	harassment on the basis of gender identity, gender expression, or	101
38	sexual orientation.	102
39	The Association encourages its affiliates to work with school	103
40	districts and higher education institutions to:	104
41	a. Establish procedures and educational programs to	105
42	address and prevent such harassment.	106
43	b. Develop, maintain, and publicize a grievance procedure	107
44	that encourages the reporting of incidents of such	108
45	harassment, resolves complaints promptly, and protects	109
46	the rights of all parties. (2021)	110
47		111
48	F-41. Employee Rights Pending Court Action	112
49	The National Education Association believes that when	113
50	criminal charges or civil lawsuits are filed against an education	114
51	employee, the right of due process must be guaranteed. If an	115
52	employee is removed from student contact or suspended from	116
53	a position due to pending court action, all employment rights of	117
54	the employee shall remain in force, including full compensation	118
55	and job security. Contract provisions should provide procedures	119
56	to be followed until final disposition of the case. (1984, 1999)	120
57		121
58	F-42. Allegations Against Education Employees	122
59	The National Education Association believes education	123
60	employees should be protected from allegations of child abuse	124
61	made in bad faith.	125
62	Any such allegation should be investigated and resolved	126
63	immediately without name disclosure.	127
64	Counseling from an outside community agency should be pro-	128
65	vided for any accused education employee without presumption	129
		130
	of guilt. Employees found innocent should have access to addi-	
	tional counseling.	
	The Association also believes in due process for all education	
	employees. False or unfounded accusations should be expunged	
	from all records. Job status and all rights and benefits to edu-	
	cation employees acquitted of child abuse charges should be	
	restored. Consequences should be limited to individuals found	
	guilty.	
	All members should be knowledgeable of current practices in	
	dealing with such allegations. (1989, 2015)	
	F-43. Health Examinations	
	The National Education Association believes that physical	
	and mental examinations 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 also 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 further 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, 2022)	
	F-44. Drug or Alcohol Testing	
	The National Education Association believes in a drug- and	
	alcohol-free workplace. However, the Association believes that	
	mandatory and/or random drug or alcohol testing of employees	
	and job applicants is an unwarranted and unconstitutional inva-	
	sion of privacy and opposes such testing. (1987, 2017)	
	F-45. HIV/AIDS Testing of Education Employees	
	The National Education Association believes that educa-	
	tion employees or education employment applicants should not	
	face mandatory/involuntary human immunodeficiency virus/	
	acquired immunodeficiency syndrome (HIV/AIDS) testing. The	
	Association also affirms that the current ban on blood donations	
	from individuals solely based on a history of same-gender sexual	
	activity should be lifted. (1987, 2022)	
	F-46. Employees with HIV/AIDS	
	The National Education Association believes that education	
	employees shall not be fired, non-renewed, suspended (with	
	or without pay), transferred, or subjected to any other adverse	
	employment action solely because they have tested positive for	
	the human immunodeficiency virus/acquired immunodeficiency	
	syndrome (HIV/AIDS) antibody or have been diagnosed as hav-	
	ing HIV/AIDS. (1987, 2017)	
	F-47. Hepatitis Vaccinations	
	The National Education Association believes that governing	
	boards should provide free hepatitis vaccinations to all employ-	
	ees choosing to be or required to be vaccinated. (1995, 2002)	
	F-48. Health Care Issues Awareness	
	The National Education Association supports health care	
	issues awareness programs designed to help those coping with	
	catastrophic illnesses. The Association also supports efforts to	
	educate students, education employees, and the general public	

1	about such programs and about the benefits of blood, organ, and	
2	tissue donation. (1995, 2002)	
3		
4	F-49. Color Vision Deficient Employees	
5	The National Education Association believes that the needs	
6	of all employees, including color vision deficient employees,	
7	must be met. All educational materials that use color coding for	
8	referencing information should be accompanied by alternative	
9	methods of identifying these items of information such as num-	
10	bering or labeling the names of each color. (2004, 2022)	
11		
12	F-50. Stress Management, Self-Care, and Wellness	
13	Programs	
14	The National Education Association believes that adverse and	
15	stressful classroom and school conditions have led to increased	
16	emotional and physical disabilities among education employees.	
17	The Association supports stress management, self-care, and	
18	wellness programs that facilitate the recognition, prevention, and	
19	treatment of stress-related problems, risk of suicide, and promote	
20	physical fitness. Such programs should be evidence-based, and	
21	ensure confidentiality and treatment without personal jeopardy.	
22	The Association urges that the harmful effects of stress on	
23	education employees be recognized and demands procedures	
24	that will ensure confidentiality and treatment without personal	
25	jeopardy.	
26	The Association also supports employee assistance programs	
27	(EAPs) as a voluntary resource that would assist education	
28	employees who are experiencing significant professional or	
29	personal problems by providing confidential, professional coun-	
30	seling leading to improved health and job effectiveness. (1979,	
31	2022)	
32		
33	F-51. Workplace Accommodations for Lactating	
34	Employees	
35	The National Education Association believes that all work-	
36	places must provide lactating employees with safe, clean, com-	
37	fortable, appropriate, and private facilities to express breast milk.	
38	The Association also believes that employers must work with	
39	such employees to provide reasonable accommodations within	
40	their workday to express breast milk. (2021)	
41		
42	F-52. Medication and Medical Services in Schools	
43	The National Education Association believes that procedures	
44	should be established for students who must use prescribed	
45	medication or who need other medical services during school	
46	hours. The Association also believes that education employees	
47	must be notified of students with life threatening illnesses/con-	
48	ditions. Education employees must be trained to recognize the	
49	signs and symptoms of imminent life-threatening conditions.	
50	The Association further believes established procedures should	
51	provide that—	
52	a. Only licensed medical personnel, properly trained by the	
53	district, are required to administer such medication or	
54	perform such medical services	
55	b. A physician's written verification of the student's need	
56	for medication or services is required	
57	c. A parent or guardian must provide written permission	
58	for the administration of non-emergency medication or	
59	medical services	
60	d. The initial dosage of medication is not given in the school	
61	except in life-threatening situations; initial dosage is the	
62	first dosage administered from the prescription	
63	e. Each medication given is recorded on a medication log	
64	that includes date, time, and signature of the person	
65	giving the medication	
		66
	f. Medication is delivered in and dispensed from a	67
	container properly labeled with the name and strength of	68
	medication, name of patient, name of physician, date of	69
	the original prescription, and directions for use	70
	g. Proper storage for the medication is available	71
	h. A plan is in place to address medical concerns when	72
	licensed medical personnel are unavailable.	73
	The Association believes that education employees who are	74
	not licensed medical personnel should be protected from all	75
	liability if they are required to administer medication or perform	76
	medical services. The Association also believes that such edu-	77
	cation employees should have the right to refuse to administer	78
	medication or perform medical services without fear of reper-	79
	cussion. (1977, 2018)	80
		81
	F-53. School Nurses	82
	The National Education Association urges its affiliates to	83
	enroll school nurses in active membership and to seek legisla-	84
	tion that provides licensure/certification, inclusion in collective	85
	bargaining agreements, and achievement of an appropriate	86
	school nurse-to-student ratio. Each site must have at least one	87
	school nurse to every 750 students, with appropriate adjustments	88
	to safely accommodate students with special health needs and	89
	chronic illnesses.	90
	The Association believes that professional development pro-	91
	grams should be available to all licensed/certified school nurses	92
	to augment their skills in delivering health care services and in	93
	dealing with students with disabilities. (1980, 2006)	94
		95
	F-54. Education Employee Liability	96
	The National Education Association believes that educational	97
	institutions should—	98
	a. Hold harmless and provide legal liability protection for	99
	education employees when following district directives	100
	and adhering to procedures regarding student interactions,	101
	interventions, violent situations, emergencies, or when	102
	their duties include physical assistance to students	103
	b. Pay all costs—including attorneys' fees, expenses, and	104
	damages—incurred by employees and other agents in	105
	defending any civil action arising out of acts or omissions	106
	occurring during the performance of their duties	107
	c. Reimburse employees and other agents for all costs	108
	incurred in defending any criminal action arising out of	109
	acts or omissions occurring during the performance of	110
	their duties, provided that said action terminates in favor	111
	of the accused.	112
	The Association recommends that educational institutions	113
	attempt to secure appropriate insurance to provide the aforesaid	114
	payment and reimbursement. (1976, 2019)	115
		116
	F-55. Protection of Individuals in Clinical Practice	117
	Programs	118
	The National Education Association believes that individuals	119
	participating in clinical practice programs should be provided	120
	with legal status and liability protection by the appropriate	121
	teacher preparation institution.	122
	The Association also believes that higher education institu-	123
	tions and cooperating school districts should supply any and	124
	all instructional materials that student teachers would require	125
	during their student teaching terms. Students who are implicitly	126
	or explicitly discouraged from outside employment during their	127
	clinical practice experiences should be provided financial assis-	128
	tance or tuition waivers by the appropriate teacher preparation	129
	institution.	130

1	The Association encourages its affiliates to work with school	
2	districts and other appropriate bodies to formulate standards for	
3	clinical practice programs. Supervising or cooperating teachers	
4	in a clinical practice program should have reduced teaching loads	
5	and be given a minimum established compensation. Acceptance	
6	of student teachers, interns, or residents by preK through 12	
7	classroom practitioners should be voluntary.	
8	The recommendation of the supervising or cooperating class-	
9	room teachers in such a program shall weigh heavily in the final	
10	decision regarding readiness to enter the teaching profession.	
11	Teacher preparation programs should offer alternative place-	
12	ments for individuals in those programs in the event of a strike	
13	or other work stoppage. (1970, 1999)	
14		
15	F-56. Transportation Liability Insurance	
16	The National Education Association believes public educa-	
17	tion institutions should provide and incur the expense of trans-	
18	portation liability insurance for education employees who are	
19	requested or required to transport students by private vehicle for	
20	any school-related function. (1978, 2015)	
21		
22	F-57. Part-Time or Temporary Education Employees	
23	The National Education Association believes that the	
24	increased use or abuse of part-time education employees threat-	
25	ens the academic integrity of public education institutions.	
26	The Association also believes that part-time education	
27	employees should be employed only when an educational pro-	
28	gram requires specialized training or expertise not available	
29	among full-time education employees and when the need for such	
30	training and expertise warrants less than full-time employment.	
31	The Association further believes that part-time educa-	
32	tion employees should receive the same salary and benefits as	
33	full-time education employees at least prorated according to	
34	workload. Part-time education employees should have the same	
35	opportunities to participate in collective bargaining, training,	
36	service on committees, and setting the academic direction of the	
37	educational institution.	
38	The Association deplores the practice of employing part-time	
39	or temporary employees for the purpose of reducing institutional	
40	budgets, reducing the number of full-time education employee	
41	positions, or avoiding the maintenance of an increase in the num-	
42	ber of tenure-track positions. (1976, 2017)	
43		
44	F-58. Volunteers in Public Schools	
45	The National Education Association believes that parents/	
46	guardians and other community volunteers have a valuable role	
47	to play within the public schools. The proper use of volunteers	
48	is essential for the preservation of quality educational programs	
49	for children. Volunteers should be appropriately screened and	
50	trained, as determined by the needs of the local school system	
51	and by state statutes. The screening should be for the sole pur-	
52	pose of eliminating volunteers who are convicted felons, child	
53	abusers, or sex offenders. Training should include, but not be	
54	limited to, the development of age-appropriate activities and	
55	sensitivity to diversity issues.	
56	The Association also believes that education employees	
57	should be involved in the decision-making process regarding the	
58	utilization of volunteers within local school systems.	
59	The Association deplores the practice of using volunteer	
60	workers for the purposes of reducing instructional budgets or the	
61	number of full- or part-time education employee positions within	
62	a local school system. (1998, 2000)	
63		
64		
65		
	F-59. Substitute Teachers	66
	The National Education Association believes in the impor-	67
	tance of employing professional educators to fulfill the critical	68
	role of substitute teachers. The Association also believes that	69
	substitute teachers perform a vital function in the maintenance	70
	and continuity of daily education.	71
	In order to achieve and maintain the highest standards of	72
	student learning and professional practice, and to ensure quality	73
	instruction in every classroom every day, the Association further	74
	believes that substitute teachers must—	75
	a. Meet the same standards as other licensed teachers	76
	within the state	77
	b. Receive professional compensation and benefits	78
	c. Receive appropriate and ongoing professional	79
	development	80
	d. Be provided with materials and information appropriate	81
	to the position in which they are substituting, including	82
	any special needs of the students	83
	e. Be entitled to representation and support by local, state,	84
	and national affiliates in collective bargaining	85
	f. Be provided classroom and/or office keys in order	86
	to allow the “lock down” of a room in the event of an	87
	emergency.	88
	The Association condemns the practice of assigning substi-	89
	tute teachers to regular positions for an extended duration of	90
	time. Positions created by extended absence should be filled	91
	by available licensed teachers who are eligible to be placed on	92
	contractual status by the school district.	93
	The Association opposes the practice of replacing absent	94
	teachers by dispersing students to other classrooms. The Asso-	95
	ciation also opposes the use of individuals such as education	96
	support professionals, part-time employees, or employees hired	97
	through private agencies to cover classes. The Association fur-	98
	ther opposes requiring teachers to substitute during their prepa-	99
	ration time, or in place of their regular teaching assignment.	100
	The Association believes that school districts must provide	101
	full compensation for licensed teachers who substitute for per-	102
	sonnel on extended leave. (1975, 2018)	103
		104
	F-60. Substitute Education Support Professionals	105
	The National Education Association recognizes the impor-	106
	tance of substitute education support professionals in the main-	107
	tenance and continuity of daily operations. The Association	108
	believes that education support substitutes must meet the same	109
	standards as the employees for whom they substitute.	110
	The Association supports the right of substitute employees	111
	to organize for collective bargaining purposes. The Association	112
	also supports the practice of providing schedule pay plus benefits	113
	for education support professionals substituting for permanent	114
	education support professionals on extended leave. (1992, 2017)	115
		116
	F-61. Education Employees and Active Duty Service	117
	The National Education Association believes that an educa-	118
	tion employee whose career is interrupted by a call to active	119
	duty service by the National Guard or the reserves should be	120
	guaranteed reemployment and all benefits that would accrue if	121
	the employee had continued in a position with the school system.	122
	The Association also believes that the federal government,	123
	upon calling an educator to active duty, should supplement	124
	employee compensation so families do not experience a loss of	125
	revenue or benefits. (1975, 2005)	126
		127
	F-62. Employment in Federal Schools	128
	The National Education Association believes that the fed-	129
	eral schools should adopt employment practices consistent	130

1	with federal legislation and with the Association's established	
2	policies.	
3	The Association also believes that equal rights, benefits, and	
4	entitlements should be accorded to all education employees who	
5	are employed in federal schools.	
6	The Association urges governing bodies of federal schools to	
7	develop policies that ensure a minimum of 120 days notification	
8	of military installation and federal school closures. The Asso-	
9	ciation also urges that personnel affected by these closures be	
10	provided support by the employer during this transition period.	
11	(1971, 1999)	
12		
13	F-63. Education in Correctional and Rehabilitation	
14	Agencies	
15	The National Education Association believes that legislative	
16	and professional support should be given to members who teach	
17	in federal, state, and local correctional and rehabilitation institu-	
18	tions, hospitals, and other custodial agencies. The Association	
19	supports improving the standards of instruction in these institu-	
20	tions, which includes providing appropriately certified education	
21	professionals to carry out plans for students with individualized	
22	education programs (IEPs) or 504 plans.	
23	The Association also believes that the rights of individuals	
24	who are protected under the provisions of the Individuals with	
25	Disabilities Education Act and Americans with Disabilities Act	
26	must be preserved. (1973, 2007)	
27		
28	RETIREMENT/SOCIAL SECURITY	
29		
30	F-64. Defined Benefit Retirement Plans	
31	The National Education Association believes that retirement	
32	security for education employees can be assured only by partici-	
33	pation in a defined benefit retirement plan from a state or local	
34	retirement system. Such plans must be funded in a manner that	
35	guarantees their adequate long-term stability.	
36	The Association also believes that defined contribution plans	
37	are appropriate only when they supplement defined benefit	
38	retirement plans. (1969, 2018)	
39		
40	F-65. Funding of Retirement Plans	
41	The National Education Association believes that pension	
42	funding should include the following principles:	
43	a. When actuarial liabilities exceed actuarial assets, the	
44	state and/or employer must make the necessary additional	
45	contributions to amortize the unfunded liability in no	
46	more than 30 years.	
47	b. When actuarial assets exceed actuarial liabilities, the	
48	state and/or employer should not reduce the rate of	
49	contributions below the normal cost of the plan.	
50	c. Employee contributions, if any, should be made on a pre-	
51	tax basis and be a percentage of total salary not to exceed	
52	the amount contributed by employers. The employer may	
53	pay part or all of the employee contribution.	
54	d. Credit for all wages and salary must be included in all	
55	retirement benefit calculations. (1969, 2018)	
56		
57	F-66. Participation into Retirement Systems	
58	The National Education Association believes that contribu-	
59	tions to retirement plans should minimally include—	
60	a. Full vesting in no more than five years	
61	b. An initial benefit constituting a replacement income	
62	of 50 percent of the single highest year's salary from	
63	all sources after 20 years of creditable service and 75	
64	percent after 30 years of creditable service; this benefit	
65	calculation equates to a basic benefit formula multiplier	
	of two-and-a-half percent for all creditable years of	66
	service	67
	c. Benefits based upon unisex mortality tables	68
	d. Automatic pre-funded full cost-of-living pension	69
	increases for retirees and beneficiaries	70
	e. Normal retirement eligibility, including health benefits,	71
	with 25 creditable years of service or at age 55 if fully	72
	vested.	73
	The Association also believes that—	74
	a. Contributions made by both employees and employers to	75
	the pension plan should be tax deferred and not subject	76
	to federal or state income taxes	77
	b. Benefits paid should not be offset due to eligibility in	78
	multiple retirement programs	79
	c. Contributions from both employees and employers	80
	should be remitted in a timely fashion in accordance	81
	with state statutes	82
	d. Districts and charter schools should make biannual	83
	summary reports of retirement contribution remittances.	84
	(1969, 2018)	85
		86
	F-67. Characteristics of Retirement Plans	87
	The National Education Association believes that all quali-	88
	fied retirement plans should contain a nondiscrimination clause	89
	and that retirement benefit plans should minimally include—	90
	a. No provisions in core plans to reduce benefits because of	91
	the existence of any annuity or retirement benefit source	92
	including Social Security; supplemental retirement plans	93
	designed to provide a leveling benefit must assure a level	94
	lifetime replacement income that significantly augments	95
	existing benefits for all members over time	96
	b. Benefits that comply with nondiscriminatory Internal	97
	Revenue Service (IRS) rules and regulations	98
	c. Joint survivor benefits that are equally available for	99
	spouses and domestic partners; joint survivor benefits	100
	for any other person that are available based upon IRS	101
	guidelines	102
	d. Disability or death benefits that are equally available for	103
	spouses, dependents, and domestic partners	104
	e. Provisions that define a full year of creditable service	105
	based upon working 80 percent or more of the contract	106
	year or 80 percent or more of the hours constituting a	107
	full year; partial year credit that is earned on a pro-rated	108
	basis for any service less than the minimum required to	109
	obtain a full year of creditable service	110
	f. Provisions for the option of allowing unused sick	111
	leave and other end-of-service payments to be used for	112
	retirement credit	113
	g. Provisions permitting the purchase of service credit	114
	earned while a member of another retirement system	115
	including any other public school district, Department of	116
	Defense Education Activity (DoDEA) schools or while	117
	in the Peace Corps, Volunteers in Service to America	118
	(VISTA), or military service	119
	h. Provisions permitting the purchase of service credit for	120
	sabbatical leaves, maternity/paternity/adoption leaves,	121
	and all leave provided by the Family Medical Leave Act	122
	(FMLA) where credit is not automatically given, and	123
	any other approved leaves of absence; members affected	124
	by any forced leave provisions or separation of service	125
	provisions that are unlawful under current law should be	126
	permitted to purchase service credit for those periods of	127
	leave or separations at any time prior to retirement at the	128
	lowest plan rate	129
		130

1	i.	Provisions for, upon termination of employment, the	66
2		portability to other qualified pension plans for the full	67
3		actuarial value of retirement credits earned	68
4	j.	Disability retirement for a service-connected disability	69
5		available to education employees from the first day	70
6		of employment; non-service connected disability	71
7		retirement shall be available for fully vested members;	72
8		the benefit formula for disability retirement should yield	73
9		benefits comparable to normal retirement benefits	74
10	k.	Provisions for any tax-sheltered annuity and deferred	75
11		compensation plans that have actuarial tables that do	76
12		not discriminate on the basis of race, gender, or national	77
13		origin	78
14	l.	Provisions for health benefits for retirees, their spouses,	79
15		domestic partners, and dependents that include a fully-	80
16		paid comprehensive health insurance plan regardless	81
17		of Medicare eligibility; these benefits should be at least	82
18		equal to those offered to full-time employees; those	83
19		eligible for Medicare should be covered by a fully-paid	84
20		comprehensive Medicare supplement insurance benefit	85
21		that along with Medicare equals the benefits provided to	86
22		full-time employees. (1969, 2021)	87
23			88
24	F-68. Investment of Retirement System Assets and		89
25	Protection of Earned Benefits		90
26		The National Education Association believes that retirement	91
27		system assets can be invested in any type of investment that	92
28		plays an appropriate role in achieving risk and return objectives	93
29		reasonably suited to the retirement program. In the investment	94
30		and management of retirement systems assets, and in a manner	95
31		consistent with their fiduciary responsibilities and all applicable	96
32		federal, state, and local statutes, trustees should, among other	97
33		circumstances, consider—	98
34	a.	General economic conditions	99
35	b.	The possible effect of inflation or deflation	100
36	c.	The role that each investment or course of action plays	101
37		within the overall portfolio of the retirement program	102
38	d.	The expected total return from income and appreciation	103
39		of capital	104
40	e.	Needs for liquidity, regularity of income, and preservation	105
41		or appreciation of capital	106
42	f.	The adequacy of funding for defined benefit plans based	107
43		on reasonable actuarial factors	108
44	g.	Protection of the long-term employment interests and	109
45		opportunities of participants in the plan	110
46	h.	Encouraging investments in corporations whose policies	111
47		or expenditures of funds do not undermine child welfare	112
48		and/or public education, when those investments provide	113
49		equivalent benefits to retirement system members.	114
50		The Association also believes that the assets of retirement	115
51		systems in which public education employees participate should	116
52		be managed and invested for the sole and exclusive benefit of	117
53		the participants and beneficiaries of those systems. Expenditures	118
54		from a system trust fund should only be made for the benefit of	119
55		trust beneficiaries and for the reasonable expenses of adminis-	120
56		tering the system. All retirement benefits earned by education	121
57		employees should, under the law, be payable to such employees.	122
58		Existing retirement benefits should be maintained or improved.	123
59		No person participating in a retirement system should be required	124
60		to accept any reduction in benefits below those in force at any	125
61		time during the period of membership. The retirement benefits	126
62		are earned, and therefore, inviolate.	127
63		The Association is aware of incursions on retirement system	128
64		assets by state and municipal governments. Such incursions	129
65		include misuse of assets, manipulation of pension assumptions,	130
		arbitrary and deleterious investment restrictions, failure to	66
		appropriate required funds to the system, and failure to place	67
		employee contributions in trust. These practices reduce the	68
		financial soundness of the system and jeopardize the security	69
		of education employee retirement benefits. Retirement systems	70
		can best be protected by the passage of state constitutional	71
		protections against any diminution of plan assets that is not in	72
		the sole interest of plan participants and beneficiaries or, absent	73
		such constitutional safeguards, by at least the passage of federal	74
		and/or state legislation that provides for protections against any	75
		diminution of plan assets that is not in the sole interest of plan	76
		participants and beneficiaries.	77
		The Association further believes that a retirement system	78
		should be exempt from federal regulations when its plan is in	79
		compliance with standards prescribed by federal, state, and local	80
		statutes. (1976, 2018)	81
			82
	F-69. Diversity in Asset Managers		83
		The National Education Association believes that asset man-	84
		agers should reflect the diversity of the membership whose assets	85
		they service. (2021)	86
			87
	F-70. Predatory Financial Instruments		88
		The National Education Association believes that all educa-	89
		tors have the right to the full financial benefits they are due. The	90
		Association opposes all predatory financial instruments that	91
		negatively impact the level of those benefits to their rightful	92
		possessors or their beneficiaries, and should work to ensure that	93
		its members are aware of companies or industries that use such	94
		practices. (2019)	95
			96
	F-71. Boards of Trustees		97
		The National Education Association believes that boards of	98
		trustees charged with the authority to invest and manage the	99
		assets of public employee retirement systems should adopt a	100
		statement of investment objectives and policies for each retire-	101
		ment program that include—	102
	a.	The desired rate of return on assets overall	103
	b.	The desired rate of return and acceptable levels of risk	104
		for each asset class	105
	c.	Asset allocation goals	106
	d.	Guidelines for the delegation of authority	107
	e.	Information on the types of reports to be used to evaluate	108
		performance.	109
		The Association also believes that the boards of trustees	110
		of education employee retirement systems should make every	111
		effort, consistent with their fiduciary obligations, to participate	112
		in the decision-making process of corporations in which the	113
		systems hold stock by casting stockholder votes that benefit the	114
		interests of the participants and beneficiaries of the retirement	115
		systems and those of the united education profession and by	116
		electing members or representatives who support public educa-	117
		tion to corporate boards. The Association further believes that	118
		the boards of trustees of public employee retirement systems	119
		should coordinate their voting in companies in which they have	120
		a mutual interest.	121
		The Association believes that boards of trustees should—	122
	a.	Consist of Active and Retired members who are all	123
		elected by and from their plan's respective memberships;	124
		the total number of active and retired member trustees	125
		should constitute a majority of the board. Additionally,	126
		the Association believes that the composition of pension	127
		boards should reflect the diversity of the members they	128
		serve	129
			130

1	b.	Administer the plan with the highest level of fiscal integrity for the exclusive benefit of the beneficiaries of the system	66
2			67
3	c.	Have the duty and authority to oversee the administration of both benefits and investments	68
4			69
5	d.	Subject to their fiduciary responsibilities, have all the powers necessary to ensure their independence from the plan sponsor, including the power to obtain by employment or contract the services necessary to exercise the trustees' powers and perform the trustees' duties, including actuarial, auditing, custodial, investment, and legal services	70
6			71
7			72
8	e.	Undertake periodic independent actuarial reviews and audits	73
9			74
10	f.	Distribute an annual financial statement to all members	75
11	g.	Ensure that counseling, education, and services are available to all active and retired members	76
12			77
13	h.	Recognize that they should identify and participate in appropriate educational programs and initiatives in order to acquire and maintain skills and expertise; these educational programs should be internally funded and managed exclusively by the board of trustees	78
14			79
15			80
16	i.	Protect the systems' stability by opposing any actions that impair or jeopardize the guaranteed rights of plan participants' benefits. (1976, 2021)	81
17			82
18			83
19			84
20			85
21			86
22			87
23			88
24			89
25			90
26			91
27	F-72. Social Security		92
28		The National Education Association believes that Social Security is a social contract between the U.S. government and its citizens that must never be breached. The Association also believes that Social Security benefits should be guaranteed for all participants regardless of age, gender, or marital status. To better ensure retirement security, Social Security benefits should not be integrated with other retirement benefits.	93
29			94
30			95
31			96
32			97
33			98
34			99
35		The Association further believes that Social Security is a critical social insurance program and therefore initiatives should be undertaken that ensure its long-term solvency. These measures should guarantee at least the current level of promised benefits that provide inflation-adjusted retirement benefits for retirees, family survivors of deceased workers, and disabled workers and their families.	100
36			101
37			102
38			103
39			104
40			105
41			106
42		The Association opposes—	107
43	a.	Any proposal to privatize Social Security	108
44	b.	Provisions and regulations that deprive public employees of Social Security benefits	109
45	c.	Mandatory coverage of public employees under Social Security for employee groups that have declined coverage	110
46			111
47	d.	The present practice of taking back earned benefits from Social Security permitted through the Government Pension Offset (GPO)/Windfall Elimination Provision (WEP) even if benefits are already being paid.	112
48			113
49			114
50			115
51			116
52			117
53		The Association supports the availability of voluntary Social Security coverage to eligible school employee groups, where initiated by those groups, in states and localities in which public employees are not covered by Social Security. (1977, 2015)	118
54			119
55			120
56			121
57			122
58	F-73. Medicare		123
59		The National Education Association believes that Medicare is a contract between the United States government and its citizens and that this commitment must not be breached.	124
60			125
61			126
62		The Association also believes that benefits to recipients and payments to medical providers should be equitable and fair throughout the nation.	127
63			128
64			129
65			130
		The Association further believes that initiatives should be undertaken to ensure the long-term solvency of the Medicare system and to guarantee a level of health benefits that provides and ensures high quality, affordable, and comprehensive health care for all Medicare-eligible individuals. (1999, 2009)	66
			67
			68
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			71
	G. SECURE PROFESSIONAL AUTONOMY		72
			73
	PROFESSIONAL STANDARDS, CERTIFICATION, LICENSURE		74
			75
			76
	G-1. State Professional Standards Boards		77
		The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers. The Association further believes that professional standards boards at all levels should include a broad representation of groups that are licensed and should reflect the diversity of their constituencies.	78
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		Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges the elimination of state statutes that conflict with this authority. The Association further believes that these boards must apply Council for the Accreditation of Educator Preparation (CAEP) standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation programs. (1969, 2022)	85
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	G-2. National Board Certification		98
		The National Education Association supports voluntary national certification by which the profession grants recognition to an individual who has met qualifications specified by the profession. The Association recognizes that this function is filled by the National Board for Professional Teaching Standards (NBPTS), which is composed of a majority of practicing public school teachers.	99
			100
			101
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		The NBPTS establishes appropriate assessment procedures by which individuals demonstrate exemplary practice in pedagogy and in subject matter areas, issues certificates to all individuals who meet NBPTS-established standards, maintains a roster of those who have been certificated, and encourages reciprocity with state professional standards boards.	106
			107
			108
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			111
		The Association also supports the periodic evaluation of such certification procedures to ascertain whether cultural, economic, gender, racial, age, or other biases are perpetuated by the requirements for certification. (1987, 2017)	112
			113
			114
			115
			116
	G-3. Licensure		117
		The National Education Association advocates rigorous quality teaching standards for entry into the teaching profession. As established by professional standards boards, these quality teaching standards must include each of the following concepts:	118
			119
			120
			121
		• High academic performance	122
		• Extensive clinical practice and field experience	123
		• Demonstrated knowledge of subject matter	124
		• Demonstrated knowledge of pedagogy, child development, and learning acquisition	125
		• Demonstrated understanding of culturally responsive practices and teaching.	126
			127
			128
		Teacher licensure programs, including alternative routes, must be equal in rigor and focus, and based upon quality	129
			130

1	teaching standards in order to prepare candidates for the initial	
2	teaching license. The Association believes that all states should	
3	offer appropriate preK licensure.	
4	Assessments used to measure teacher skill, knowledge, and	
5	instructional competency must be valid and unbiased and should	
6	be included as one element of comprehensive assessment for	
7	completion of a teacher preparation program as well as for licen-	
8	surre into the profession.	
9	Multiple measures should be used to determine teaching	
10	readiness with evidence and feedback from university faculty	
11	and cooperating teachers as key factors.	
12	The Association opposes licensure processes that lower or	
13	eliminate any of the standards outlined above, including “test-	
14	ing-only” approaches to teacher licensure.	
15	The Association asserts that a teaching license should signify	
16	that an individual entering the teaching profession is competent	
17	to teach. A teaching license must be recognized as the primary	
18	requirement for employment in every preK, elementary, second-	
19	ary, and adult education public and private school.	
20	The Association further asserts that:	
21	• Licenses should only be issued if an individual possesses	
22	the entry-level knowledge and skills required for teaching	
23	• Emergency licenses should not be issued	
24	• Assignments outside the teacher’s area of licensure	
25	should only be permitted with appropriate concurrent	
26	retraining supported by the local district.	
27	The Association urges the elimination of state statutes/regu-	
28	lations that require teachers to renew their licenses. Where such	
29	renewal continues to be required, it should be based on continued	
30	growth and professional development. Standardized literacy and	
31	basic skills tests to determine competency should not be used.	
32	Any nonrenewal, revocation, or significant change to the	
33	licensure of an education employee should follow procedural	
34	and substantive due process. Licensure should not be impacted	
35	solely by a nonrenewal or termination of specific employment.	
36	The Association supports regulations that would put profes-	
37	sional educators, the majority of whom are licensed and practic-	
38	ing public school teachers, in state licensing agencies.	
39	The Association also supports the periodic evaluation of	
40	licensure procedures to ensure that cultural, economic, gender,	
41	racial, and age biases are not perpetuated by the requirements for	
42	licensure. (1985, 2022)	
43		
44	G-4. Other National Professional Certifications	
45	The National Education Association supports voluntary	
46	national certification for all educators from professional orga-	
47	nizations that establish appropriate assessment and qualification	
48	standards. (2010, 2019)	
49		
50	ACCREDITATION	
51		
52	G-5. Accreditation in Higher Education	
53	The National Education Association supports strong regional,	
54	state, national, and discipline-based accrediting bodies that	
55	promote and encourage faculty participation in the accrediting	
56	process. The Association believes that programs, faculties,	
57	administrations, and facilities should be reviewed to determine	
58	their ability to enhance learning opportunities for students. The	
59	Association also believes that accrediting agencies should not	
60	impose standardized curricula, assessment models, or pedagogical	
61	methods on institutions of higher education but rather should	
62	base accreditation on standards as applied to the institutional	
63	mission statement. (1995, 1998)	
64		
65		
	G-6. Accreditation of Teacher Preparation Institutions	66
	The National Education Association believes that teacher	67
	preparation programs must be approved at two levels: at the state	68
	level through an agency such as a professional standards board	69
	and at the national level through the Council for the Accredita-	70
	tion of Educator Preparation (CAEP).	71
	The Association also believes that CAEP and its governing	72
	boards must include representatives of all levels of the teaching	73
	profession as well as aspiring educators. (1969, 2000)	74
		75
	H. UNITE EDUCATION EMPLOYEES	76
	FOR EFFECTIVE CITIZENSHIP	77
		78
	CITIZENSHIP RIGHTS	79
		80
	H-1. U.S. Constitution	81
	The National Education Association believes that the U.S.	82
	Constitution safeguards freedoms fundamental to our society.	83
	The Association also believes that all proposed changes to the	84
	Constitution should be directed through the traditional congress-	85
	sional proposal and state ratification process rather than through	86
	the convening of a constitutional convention, which opens the	87
	Constitution to the possibility of total revision. (1982, 1997)	88
		89
	H-2. The Education Employee as a Citizen	90
	The National Education Association believes that every edu-	91
	cation employee has the right and obligation to be an informed	92
	and politically active citizen. The Association also believes that,	93
	as private citizens, education employees have the right to express	94
	their personal viewpoints in public without fear of censorship or	95
	intimidation. The Association supports voter education to alert	96
	voters to voting laws and procedures and key political issues.	97
	The Association also supports written governing board policies	98
	to guarantee education employees their political rights. The	99
	Association further believes that local government units should	100
	be prevented from restricting the right of education employees to	101
	run for any elective office. Provisions should be made to enable	102
	education employees to serve in public office without curtailment	103
	of annual increments, tenure, retirement, or seniority rights, or to	104
	carry out jury duty without personal financial loss.	105
	The Association believes that it is the duty and responsibility	106
	of education employees to involve themselves in the selection,	107
	election, and reelection of qualified, committed candidates who	108
	support goals that will provide quality education. Therefore, the	109
	Association urges its members to become politically involved	110
	and to support the political action committees of the Association	111
	and its affiliates.	112
	The Association also believes that educators should have	113
	the opportunity to actively participate in the American political	114
	process. The Association supports districts allowing leaves of	115
	absence to both campaign full-time and serve in public office.	116
	(1969, 2017)	117
		118
	H-3. The Right To Vote	119
	The National Education Association believes that the prin-	120
	ciple of one-person—one-vote must apply at all levels of govern-	121
	ment, including the election of the President of the United States.	122
	The Association recognizes the right to vote as a constitu-	123
	tional right guaranteed to all eligible citizens. The Association	124
	supports the continued maintenance of the provisions of the Vot-	125
	ing Rights Act of 1965 and the nonpartisan drawing of district	126
	lines to ensure fair and competitive elections.	127
	The Association also supports voting and absentee provisions	128
	that are accessible, simplified, accurate, reliable, and verifiable	129
	for all elections; election administrations that provide for open,	130

1	fair, secure, and publicly verifiable ballot counting; and the recognition of Election Day as a national holiday.	66
2		67
3	The Association opposes all actions that encourage or result in voter disenfranchisement. The Association supports reinstatement of voting rights following release from prison and/or completion of probation.	68
4		69
5	The Association supports voter education programs and uniform registration requirements, including automatic voter, online, and same-day registration, without restrictive residency provisions or restrictive identification requirements. (1971, 2021)	70
6		71
7		72
8	H-4. The Role of the Press in a Democracy	73
9	The National Education Association believes that a strong and independent press is vital for a fully functioning democracy. Limits on access to information, threats to individual journalists or news outlets, and coercion by elected officials or businesses cannot be tolerated. The Association also believes that misinformation and disinformation pose as great a threat to democracy as the lack of a free press. The Association further believes that open information laws must be vigorously enforced and that First Amendment rights of the press must be zealously protected. (2017, 2022)	74
10		75
11		76
12		77
13		78
14		79
15		80
16		81
17		82
18		83
19		84
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23		88
24	H-5. Participation in Professional Associations	89
25	The National Education Association believes that education employees have the right and responsibility to fully participate in professional associations. District policy must equitably provide release time without loss of pay or harassment. (1986, 2015)	90
26		91
27		92
28		93
29		94
30	H-6. Member Involvement in Community Organizations	95
31	The National Education Association encourages its members to become involved in community organizations and to influence those organizations to address issues of common concern to their local, state, and national education associations. (1992, 2015)	96
32		97
33		98
34		99
35		100
36	H-7. The Right To Know	101
37	The National Education Association believes that open meeting and public disclosure laws are essential to permit the monitoring of governmental actions. Government recordings and documents must be available in a timely manner and at a reasonable cost to all citizens equally. (1972, 2017)	102
38		103
39		104
40		105
41		106
42		107
43	H-8. Economic Fairness in a Democracy	108
44	The National Education Association believes that basic economic fairness is vital for a fully functioning democracy. The Association also believes that measures such as progressive taxation, estate taxes, a higher minimum wage, affordable higher education, and a strong social safety net are appropriate tools to reduce extreme income inequality and improve economic fairness. (2016)	109
45		110
46		111
47		112
48		113
49		114
50		115
51		116
52	H-9. National Health Care Policy	117
53	The National Education Association believes that affordable, comprehensive health care, including prescription drug coverage, is the right of every resident.	118
54		119
55	The Association supports the adoption of a single-payer health care plan in the United States, its territories, and the Commonwealth of Puerto Rico. Until a single-payer health care plan is adopted, Congress should make no cuts in Medicare/Medicaid funding or benefit levels. (1978, 2015)	120
56		121
57		122
58		123
59		124
60		125
61		126
62	H-10. Statehood for the District of Columbia	127
63	The National Education Association affirms that all citizens of the United States should enjoy the full benefits of citizenship.	128
64		129
65		130
	Accordingly, the Association supports efforts to achieve statehood for the District of Columbia.	
	The Association believes that the concept of fiscal autonomy is consistent with this position and that the federal payment to the District of Columbia should be based on an established formula. (1969, 1997)	
	CITIZENSHIP RESPONSIBILITIES	
	H-11. Environmental Responsibility	
	The National Education Association believes that businesses and governmental agencies should be responsible for composting practices and for designing, producing, and using products that are reusable, recyclable, biodegradable, or disposable without contaminating the environment.	
	The Association encourages its affiliates and members to include these criteria in selection of products for use and to work with school systems and educational institutions in developing purchasing policies using these criteria.	
	The Association also believes that business and governmental agencies should dispose of waste in a manner that will have the least possible impact on the environment. (1990, 2017)	
	H-12. Energy Programs	
	The National Education Association believes that a national energy policy should reflect the efficient use of energy from all sources, provide research to develop new sources of energy, stress rapid development of renewable energy sources, and promote conservation.	
	The Association supports ensuring the energy-efficient operation of public schools and encourages the use of new energy sources and energy-efficient design in school renovation and construction. The Association also supports efforts that develop energy conservation awareness and school building energy audit programs. The Association further supports programs that investigate energy efficiency recommendations and research. (1977, 2017)	
	H-13. Historic Preservation	
	The National Education Association encourages the preservation of historically significant lands and structures for the purposes of preserving our nation's heritage and maintaining important historic resources for future generations.	
	While the Association believes in historic preservation, the Association believes monuments that celebrate the Confederacy and other forms of white supremacy should be removed. (1990, 2021)	
	I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS	
	INTERNATIONAL RIGHTS	
	I-1. Peace and International Relations	
	The National Education Association recognizes the interdependence of all people. The Association believes in the ideals of peace, freedom, and human dignity based upon respect for the individual and cultural diversity.	
	The Association supports the U.S. Institute of Peace, which provides publications, information, programs, training, and research data in developing peacemaking and conflict resolution skills.	
	The Association urges all nations to develop treaties and disarmament agreements that reduce the possibility of war, provide for the peaceful resolution of conflicts, and guarantee the rights	

1	of nations to exist within safe and secure borders, free from the	66
2	threat of pre-emptive attacks. The Association also believes that	67
3	such treaties and agreements should prevent the placement of	68
4	weapons in outer space.	69
5	The Association supports the principles stated in the United	70
6	Nations (UN) Charter and believes that the UN furthers world	71
7	peace and promotes the rights of all people by preventing war,	72
8	racism, and genocide. The Association further believes that	73
9	Education International contributes to peace and international	74
10	relations by promoting dialogue among the world's education	75
11	employees. (1973, 2014)	76
12		77
13	I-2. International Court of Justice	78
14	The National Education Association believes that all people,	79
15	including lawmakers themselves, are subject to the rule of law	80
16	and recognizes that the International Court of Justice is one	81
17	instrument to resolve international disputes peacefully.	82
18	The Association urges participation by the United States in	83
19	deliberations before the court. (1986, 2016)	84
20		85
21	I-3. International Criminal Court	86
22	The National Education Association believes that the Interna-	87
23	tional Criminal Court is critically important as an instrument to	88
24	help end the impunity of human rights violators, provide for the	89
25	rule of law, and hold accountable those who commit the gravest	90
26	human rights crimes, including genocide, crimes against human-	91
27	ity, and war crimes.	92
28	The Association also believes that all countries, including	93
29	the United States, should be State Parties to the International	94
30	Criminal Court. (2005, 2022)	95
31		96
32	I-4. Covert Operations and Counterintelligence	97
33	Activities	98
34	The National Education Association believes that U.S. covert	99
35	operations and counterintelligence activities should be compat-	100
36	ible with the basic principles of our democratic society.	101
37	The Association also believes that all such activities should	102
38	be conducted under the jurisdiction of all three branches of the	103
39	federal government and that individuals/agencies must be held	104
40	accountable when they work outside of the specific directives	105
41	issued for a given operation. (1989, 2014)	106
42		107
43	I-5. Nuclear Freeze/Cessation	108
44	The National Education Association believes that nuclear war	109
45	is not survivable. The proliferation of weapons technology and	110
46	the sale and distribution of conventional and nuclear weapons	111
47	increase the possibility of nuclear war.	112
48	The Association also believes the United States and all other	113
49	nations should adopt a verifiable freeze on the testing, develop-	114
50	ment, production, upgrading, emplacement, sale, distribution,	115
51	and deployment of nuclear weapons, materials, and all systems	116
52	designed to deliver nuclear weapons. The Association supports	117
53	the development of treaties for the cessation of all nuclear	118
54	weapons testing, providing they contain adequate verification	119
55	and enforcement provisions. The Association also supports the	120
56	development of treaties to eliminate the world's nuclear weapons	121
57	arsenals. (1982, 2000)	122
58		123
59	I-6. Nuclear Facilities, Radioactive/Chemical	124
60	Pollutants, and Waste Incineration	125
61	The National Education Association believes that strict moni-	126
62	toring of nuclear facilities and radioactive/chemical pollutants	127
63	and waste incineration should be required. The Association	128
64	urges the development and implementation of new technologies	129
65	for the safe transport and recycling of all wastes.	130
	The Association supports programs that would educate the	
	public to the dangers and benefits of nuclear power, recycling of	
	nuclear wastes, problems of nuclear waste disposal, and health	
	risks associated with waste incineration.	
	The Association also believes that the people of a state should	
	make the final determination as to whether or not toxic and/or	
	nuclear waste processing sites or the transportation of nuclear	
	waste shall be within their state boundaries. Contiguous states	
	directly affected environmentally by processing sites should be	
	included in the final determination. Strict guidelines concerning	
	the construction and operation of waste incinerators should be	
	required. The Association further believes that such facilities	
	should not be constructed within a 10-mile radius of any school	
	facility.	
	The Association believes that education employees must be	
	involved in the development and dissemination of emergency	
	plans in the case of accidents that could result in environmental	
	and/or health hazards. (1989, 2009)	
	I-7. Global Environmental Restoration	
	The National Education Association believes that when pol-	
	lution occurs the responsible entities must be accountable for an	
	expeditious, complete cleanup and restoration of the environment	
	and ecosystems. In addition, the Association supports interna-	
	tional efforts to reduce the levels of toxic metals, chemicals, and	
	plastics in the food chain. (1990, 2019)	
	I-8. World Hunger	
	The National Education Association believes that worldwide	
	attention needs to be focused on food security. The Association	
	supports continued relief to those in need as well as education	
	concerning world hunger and its effects so that they may develop	
	the capacity and the commitment to resolve these problems.	
	(1975, 2016)	
	I-9. Sustainability	
	The National Education Association believes that sustain-	
	ability requires assessing entire systems and recognizing how	
	they must operate in order to preserve the natural systems that	
	support our life on earth.	
	The Association also believes that sustainability is related to	
	the quality of life in a community and whether the economic,	
	social, and environmental systems that make up a community	
	are providing a healthy, productive, and meaningful life for all	
	community residents, present and future.	
	The Association further believes that establishing, track-	
	ing, and managing sustainability goals will ensure continuous	
	progress toward sustainability, and that sustainable practices are	
	cost-effective, provide a workforce that understands sustainabil-	
	ity, build stronger communities, support local economies, pro-	
	tect student and staff health, support academic success, prepare	
	today's students to be wise leaders tomorrow, and protect our	
	ecosystems. (2008, 2015)	
	I-10. Global Climate Change	
	The National Education Association recognizes the scientific	
	consensus that global climate change is largely caused by human	
	activity, resulting in significant, measureable damage to the earth	
	and its inhabitants.	
	The Association believes that humans must take immedi-	
	ate steps to change activities that contribute to global climate	
	change.	
	The Association supports the continued development and	
	implementation of environmentally sound practices that abate	

1 global climate change and its effects in partnership with the
2 global community. (2007, 2017)

4 I-11. International Consumer Protection

5 The National Education Association believes that products
6 sold and/or advertised abroad by U.S.-based companies must at
7 least meet the consumer, health, and safety standards that are
8 required for trade within the United States. The Association
9 also believes that products imported for sale must meet U.S.
10 consumer health and safety standards and practices.

11 The Association opposes the coercing of other nations to
12 accept U.S. products that do not meet those nations' consumer,
13 health, and safety standards and practices. (1990, 2014)

15 HUMAN AND CIVIL RIGHTS

17 I-12. Human Rights

18 The National Education Association believes that the govern-
19 ments of all nations must respect and protect the basic human
20 and civil rights of every individual, including equal access to
21 education as embodied in the United Nations Universal Decla-
22 ration of Human Rights. The Association condemns any action
23 that limits or prohibits the free and responsible exercise of these
24 rights and believes that all education employees must lead in the
25 effort to prevent any encroachment on basic human and civil
26 rights.

27 The Association also believes that the U.S. government
28 should withhold all forms of military aid to governments that
29 violate these rights.

30 The Association further believes that violence is abhorrent.
31 The Association also condemns violence, as well as the tolerance
32 of violence, and believes that all nations must pass and enforce
33 measures to curtail and prevent actions and practices that inflict
34 pain, suffering, mutilation, or death, and offer asylum to those
35 threatened by such actions.

36 The Association urges countries—including the United
37 States—to provide a safe haven for greater numbers of refugees
38 who have fled devastation in their native countries during times
39 of increased conflict, and condemns the stereotyping of refugee
40 groups.

41 The Association expresses concern that the utilization of
42 trade sanctions on food and medical supplies by any nation of the
43 world to achieve political objectives fails to adequately consider
44 the possible humanitarian impact of those policies on the civilian
45 populations of the affected nations, particularly the young, the
46 elderly, and the poor.

47 The Association deplores the holding of hostages, all forms
48 of torture, and the taking of human life in the name of mak-
49 ing a political statement. The Association believes that it is the
50 responsibility of all governments to discourage such actions by
51 individuals or groups of individuals. The Association supports
52 international judicial systems that hold accountable those who
53 violate human rights.

54 The Association calls upon all nations to release all education
55 employees and students who are being held without charge and
56 to refrain from the use of coercion and arbitrary detention to
57 punish the people of a specific area of their territories.

58 The Association further condemns the practice of capital
59 punishment. The practice of capital punishment in the United
60 States and elsewhere impacts individuals disproportionately
61 on the basis of social class, race, ethnicity, ability, and gender.
62 The Association supports ongoing efforts to ban the practice of
63 capital punishment.

64 The Association opposes any federal, state, or local law; exec-
65 utive order or presidential signing statement; and/or amendment

to the U.S. Constitution that curtails or infringes on basic human
rights. The Association also opposes harsh sentencing measures,
such as mandatory minimums and other local, state, and national
laws which have contributed to mass incarceration. The Asso-
ciation also opposes torture and cruel, inhuman, or degrading
treatment or punishment of persons in the custody or under the
physical control of the U.S. government, regardless of nationality
or physical location. (1977, 2021)

I-13. Civil Rights

The National Education Association is committed to the
achievement of a totally integrated society free from racial bias
and racial disparities. The Association calls for statutes and
practices that create a country free from barriers of race, color,
national origin, religion, philosophical beliefs, political beliefs,
gender, sexual orientation, gender identity, gender expression,
age, disability, size, veteran status, marital status, and economic
status that prevent some individuals, adult or juvenile, from exer-
cising rights enjoyed by others, including liberties decreed in
common law, the Constitution, and statutes of the United States.
Civil order and obedience to the law must be ensured without
abridgment of human and civil rights. All individuals must be
assured a speedy and fair judicial process, including the right to
habeas corpus, with free legal counsel for those in need. To
be effective citizens, individuals must be trained and aided in
developing strategies and expertise that will enable them to oper-
ate effectively in a democratic society.

The Association believes that any federal, state, or local law;
executive order or presidential signing statement; or amendment
to the U.S. or state constitutions or interpretation thereof that
curtails basic civil rights is detrimental to a free and democratic
society. Therefore, the Association believes that racial equity
principles should be implemented at all levels of policymaking.
(1969, 2021)

I-14. Human and Civil Rights of Children and Youth

The National Education Association believes that the human
and civil rights of children and youth must be protected and
opposes the exploitation of children and youth under any circum-
stances. The Association opposes the early and forced marriage
of children. The Association recognizes child and forced mar-
riage as a violation of human rights and calls for strengthened
efforts to prevent and eliminate this harmful practice.

The Association also believes that all children possess a fun-
damental civil right of access to a system of high quality public
education grounded in the principles of adequacy and equity.
The Association supports the rights of youth to safely access
education and other human services during conditions of war,
occupation, natural disaster, and civil strife.

The Association condemns the use of children and youth by
organizations, governments, and political/military movements
to advance their political objectives. The Association also con-
demns governments that subject young people to physical or
mental abuse, violence, and unwarranted detention or incarcera-
tion. The Association opposes the impressment or acceptance of
minors into the service of the armed forces of any government or
into the service of revolutionary forces under any circumstances.
The Association supports programs and other efforts to prevent
and alleviate the effects of such trauma upon children and youth.

Children and youth in detention centers must be provided
educational programs that include any special education ser-
vices per a student's individualized education program (IEP) or
a student's 504 plan to enable a student to become a contribut-
ing member of society. Educators in such centers must receive

1	appropriate and ongoing professional development to provide	66
2	instruction in life skills and learning skills.	67
3	The Association further believes that adolescent neurologi-	68
4	cal development needs to be considered when the sentencing of	69
5	juveniles is being determined. Therefore, the Association	70
6	opposes the imposition of the death penalty, life imprisonment	71
7	without parole, and prolonged solitary confinement for indi-	72
8	viduals whose offenses were committed prior to age 18. The	73
9	Association condemns the practice of placing children and youth	74
10	in trouble in abusive environments, and opposes the placement	75
11	of children and youth who are not charged with any offense in	76
12	facilities with persons who are charged with criminal offenses.	77
13	The Association believes that there must be separate facilities for	78
14	the detention and for the incarceration of children and youth and	79
15	supports the development of alternatives to supplement the use of	80
16	such facilities. (1988, 2021)	81
17		82
18	I-15. Private Prisons	83
19	The National Education Association believes that profiting	84
20	from incarceration is in direct conflict with the objective to reha-	85
21	ilitate those who have committed crimes. Additionally, private	86
22	prison practices such as maintaining high occupancy rates and	87
23	unsafe staff-to-inmate ratios, lobbying for harsh sentences, and	88
24	providing inadequate services undermine restorative justice	89
25	practices and disproportionately affect people of color. These	90
26	practices elevate incidents of racial bias and racial disparity.	91
27	Therefore, the Association believes that incarcerated individuals	92
28	should be held in publicly operated institutions. (2018, 2021)	93
29		94
30	I-16. Human Relations in the School	95
31	The National Education Association believes that improved	96
32	human relations are essential to the school environment. The	97
33	Association, in order to improve human relations, calls for—	98
34	a. School recruitment and staffing policies that will ensure	99
35	selection of culturally diverse educators	100
36	b. Appropriate classroom and other student-related	101
37	activities, particularly those that are responsive to the	102
38	cultural diversity and historical backgrounds of our	103
39	society	104
40	c. Schools and classrooms that implement trainings and	105
41	strategies addressing implicit bias, equity, diversity,	106
42	racial justice, and restorative justice	107
43	d. Ongoing development of continuing education programs	108
44	to educate school and community personnel	109
45	e. Reduction of the ratio of students to certified/licensed	110
46	staff. This reduction should be to the level teachers	111
47	determine to be essential to enhance and improve	112
48	learning	113
49	f. Development of ways to improve police relations with	114
50	student and community groups through the joint efforts	115
51	of school, community, and law enforcement agencies	116
52	g. Joint discussions to promote understanding of human	117
53	and civil rights and responsibilities of all constituents	118
54	within our global society	119
55	h. Development, training, and implementation of curricula	120
56	that teach staff and students about positive human	121
57	relations. (1972, 2021)	122
58		123
59	I-17. Displaced Workers	124
60	The National Education Association believes that entities	125
61	that close, move, sell, downsize, or reorganize their facilities	126
62	have an obligation to provide displaced employees with a variety	127
63	of retraining and support programs. These entities shall assist	128
64	their employees with placement in jobs having comparable pay	129
65	and benefits and shall maintain existing union contracts. The	130
	Association also believes that federal, state, and local govern-	
	ments should hold entities accountable for the aforementioned	
	programs.	
	The Association opposes the use of public funds or tax incen-	
	tives to encourage the movement of U.S. companies to other	
	countries at the expense of U.S. union labor. (1992, 2019)	
	I-18. The Right To Organize	
	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.	
	The Association deplores anti-union activities by business	
	interests, school districts, and government agencies, including	
	efforts that attempt to destroy and undermine labor unions and	
	organizations, penalize members for union involvement, and	
	deprive workers of their right to organize and bargain. The	
	Association supports the rights of workers to unionize by signing	
	cards and the establishment of penalties for violating the rights	
	of workers to unionize.	
	The Association also believes that members have the right	
	to have payroll deduction of both Association membership dues	
	and voluntary political contributions. (1982, 2013)	
	I-19. Use of Union-Made Products and Services	
	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 prod-	
	ucts and services. The Association supports the use of informa-	
	tional campaigns, boycotts, or picket lines. (1991, 2015)	
	RIGHTS AND FREEDOMS	
	I-20. Freedom of Creative Expression	
	The National Education Association supports freedom of	
	creative expression and therefore deplores any efforts by govern-	
	ments to suppress, directly or indirectly, such expression. The	
	Association also supports the freedom of publicly funded agen-	
	cies to exercise judgment in the awarding of grants to individuals	
	and organizations. (1990, 2016)	
	I-21. Right to Privacy	
	The National Education Association believes that every indi-	
	vidual has a right to privacy. The Association continues to be	
	concerned about the indiscriminate surveillance of citizens or	
	groups. The Association condemns the use of information gath-	
	ered and stored and the exchange of such information, including	
	but not limited to: library patron, medical, email, social media,	
	location, contacts, and financial records, without explicit release	
	from the person or persons involved.	
	The Association also believes that rights to privacy and con-	
	fidentiality must be guaranteed through federal and state legisla-	
	tion. (1970, 2019)	
	I-22. Freedom of Religion	
	The National Education Association believes that freedom	
	of religion is a fundamental human right as is freedom from	
	religion. The Association also believes that choice of religion,	
	including no religion, is an intensely personal decision, individu-	
	als have the right to practice their religion, and no person should	
	use religious beliefs as a basis for discrimination. Instruction in	

1	religious doctrines and practices is best provided within a family	
2	setting and/or by religious institutions.	
3	The Association further believes that schools should teach the	
4	rights and responsibilities associated with the freedom of and	
5	from religion, the religious heritage and diversity of the United	
6	States, respect for the beliefs of others, and the historical and	
7	cultural influences of various world religions.	
8	The Association believes that local school boards should	
9	adopt policies that govern religious activities on school property.	
10	Such policies must respect the separation of church and state;	
11	govern voluntary, student-led meetings with adult supervision	
12	before or after regular school hours; treat all religions, or choice	
13	of none, on an equal basis; and protect the rights of students and	
14	education employees.	
15	The Association also believes that the constitutional provi-	
16	sions on the establishment of and the free exercise of religion	
17	in the First Amendment require that there be no sectarian prac-	
18	tices in the public school program. The Association opposes the	
19	imposition of sectarian practices in the public school program	
20	and urges its affiliates to do the same.	
21	The Association also opposes any federal legislation or man-	
22	date that would require school districts to schedule a moment	
23	of silence. The Association particularly opposes a moment of	
24	silence as a condition for receiving federal funds. (1995, 2019)	
25		
26	I-23. Marriage Equality	
27	The National Education Association believes in marriage	
28	equality for all individuals. Discrimination and stereotyping	
29	based on such factors as race, gender, sexual orientation, gender	
30	identity, gender expression, disability, ethnicity, immigration	
31	status, occupation, and religion must be eliminated.	
32	The Association also believes that these factors should not	
33	affect the legal rights and obligations of the partners in a domes-	
34	tic partnership, civil union, or marriage in regard to matters	
35	involving the other partner, such as medical decisions, taxes,	
36	inheritance, adoption, and immigration.	
37	The Association further believes that these factors should	
38	never be used to deny any individual or couple the full rights of	
39	marriage equality. (2015, 2021)	
40		
41	I-24. Fair Housing	
42	The National Education Association believes that all citizens	
43	should be free to reside in the communities of their choice.	
44	The Association supports policies and programs that provide	
45	adequate and accessible housing for all. The Association sup-	
46	ports the elimination of discriminatory housing practices, such	
47	as redlining, that perpetuate racial bias, discriminate against	
48	certain ethnic groups, and prevent generational wealth in mar-	
49	ginalized communities. (1969, 2021)	
50		
51	I-25. Family Planning	
52	The National Education Association believes in family plan-	
53	ning, including the right to reproductive freedom.	
54	The Association also believes the government should give	
55	high priority to making available all methods of family planning	
56	to women and men unable to take advantage of private facilities.	
57	The Association further believes in the implementation of	
58	community-operated, school-based family planning clinics that	
59	will provide intensive counseling by trained personnel.	
60	The Association believes that continued funding of these	
61	facilities at both the federal and state levels is necessary to pro-	
62	vide access to care for people who cannot afford, or travel to,	
63	private facilities. (1985, 2017)	
64		
65		
	I-26. Governmental Support for Public Welfare	66
	The National Education Association recognizes egregious	67
	disparities in economic opportunities. Therefore, the Associa-	68
	tion believes that conditions that cause reliance on public welfare	69
	must be alleviated. The Association also believes that all gov-	70
	ernmental agencies must work together to provide assistance in	71
	education, housing, child care, health care, transportation, and	72
	job training/placement. Furthermore, assistance must continue	73
	during the transition from welfare to work.	74
	The Association further believes that no current employee	75
	should be displaced nor position abolished as a result of govern-	76
	ment efforts to move individuals from welfare to work. (1971,	77
	2021)	78
		79
	I-27. Immigration	80
	The National Education Association supports efforts to	81
	improve the immigration process, including the provision of due	82
	process, equal protection, and access to status without regard	83
	to ethnicity, religion, or national origin. The Association also	84
	supports policies that protect the integrity of the family unit	85
	and deplores the hardships and trauma imposed on families	86
	when family members, especially spouses and partners, par-	87
	ents, guardians, or caretakers, are detained and/or deported for	88
	immigration status offenses and thereby separated from their	89
	children, many of whom are U.S. citizens. The Association sup-	90
	ports equal access to educational opportunities for immigrants.	91
	The Association believes that English, adult education, GED,	92
	and citizenship classes should be available in sufficient numbers	93
	to ensure that immigrants can comply with all federal mandates	94
	for permanent residence and/or citizenship. The Association	95
	also believes that the federal government is responsible for the	96
	enforcement of immigration policy.	97
	The Association recognizes that historically there have been	98
	many economic and/or political circumstances that have com-	99
	pelled people to come to the U.S. The Association opposes any	100
	immigration policy that denies human and/or civil rights or edu-	101
	cational opportunities to immigrants and their children, hinders	102
	workers' abilities to organize, imposes excessive fees and fines on	103
	those seeking legalization, or criminalizes individuals or groups	104
	who support or assist them. The Association also opposes any	105
	policy that makes legalization or naturalization dependent upon	106
	military service and/or service in a combat zone. The Associa-	107
	tion condemns such policies as inhumane and discriminatory.	108
	The Association further believes that federal decisions	109
	regarding the status of accompanied and unaccompanied immi-	110
	grant children must always be made in the best interests of the	111
	child. Children who qualify for international protection must	112
	have their educational needs met while being given the time and	113
	resources, including court-appointed counsel, to have their cases	114
	fairly heard. The Association believes that children should not	115
	be separated from their parents/guardians. Therefore, the best	116
	placement for these children is in a family setting and not in	117
	detention facilities. (1984, 2017)	118
		119
	I-28. Migrant Workers	120
	The National Education Association is concerned with the	121
	plight of migrant workers. The Association is committed to the	122
	right of migrant workers to be fully represented in collective	123
	bargaining by the organization of their choice. (1985, 2015)	124
		125
	PROTECTION FROM VIOLENT ACTS	126
		127
	I-29. Victims of Crime	128
	The National Education Association believes that victims of	129
	crime should be treated with dignity and compassion, without the	130

1	fear of intimidation. Victims and their families should be notified of and have the right to be present/represented at all hearings and legal proceedings involving the defendant/perpetrator.	66
2		67
3		68
4	The Association also believes that it is a violation of the victims' right to privacy to release the names of the victims. The Association further believes that victims and their families must be made aware of and have free access to necessary services/programs. These services/programs must be funded by the appropriate government agencies. (1987, 2008)	69
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10		75
11	I-30. Bullying	76
12	The National Education Association believes that the school environment/work site must be free from all forms of bullying including, but not limited to, physical and psychological bullying, and cyberbullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological distress on one or more individuals. The Association recognizes that bullying can affect the entire school community and work sites.	77
13		78
14	The Association also believes that its affiliates, collaborating with local school districts and institutions of higher education, should involve all stakeholders in developing comprehensive schoolwide programs to address all forms of bullying. Such programs should—	79
15		80
16	a. Establish strong policies prohibiting bullying that include the definition, consequences, and procedures for reporting and appeals	81
17		82
18	b. Develop and implement educational programs designed to help students recognize, understand, prevent, oppose, and eliminate bullying	83
19		84
20	c. Include activities to help all students, staff, and community members feel understood, respected, valued, and included by cultivating greater awareness and appreciation of our cultural similarities and differences in order to prevent bullying	85
21		86
22	d. Provide training for all school employees in bullying prevention and intervention	87
23		88
24	e. Encourage school boards to establish written policies designed to ensure the elimination of bullying, harassment, and intimidation of students and staff by other students and staff	89
25		90
26	f. Provide professional development materials and resources.	91
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44	These programs should be reviewed, revised, and updated to reflect changing needs. (2004, 2013)	109
45		110
46	I-31. Traffic Safety	111
47	The National Education Association believes that traffic deaths and injuries must be reduced. The Association supports—	112
48		113
49	a. Enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances	114
50		115
51	b. Appropriate educational experiences for students regarding the effects of driving while under the influence	116
52		117
53	c. Recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence	118
54		119
55	d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants and young children	120
56		121
57	e. Legislation requiring the use of helmets for bicycle and motorcycle riders	122
58		123
59	f. Continued research and the development of safety features and passive restraint systems for passengers	124
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1	and supports the use of DNA testing as a means to identify	
2	perpetrators of sexual assault. The Association also believes in	
3	the importance of counseling and rehabilitation for the assailant,	
4	and the protection of privacy and due process rights for both the	
5	victim and the alleged assailant. (1981, 2017)	
6		
7	I-36. Human Trafficking and Child Marriage	
8	The National Education Association is committed to the	
9	abolition of all forms of human trafficking. Human trafficking	
10	is the acquisition, transportation, recruitment, and harboring of	
11	persons by means of threat, force, fraud, or coercion and for the	
12	purpose of exploitation as defined by the United Nations Proto-	
13	col to Prevent, Suppress, and Punish Trafficking in Persons. The	
14	Association opposes the forced marriage of children, which is	
15	a form of human trafficking. The Association recognizes child	
16	marriage and human trafficking as violations of human rights	
17	and calls for strengthened efforts to prevent and eliminate these	
18	harmful practices. (2010, 2019)	
19		
20	OBSERVANCES	
21		
22	I-37. Martin Luther King, Jr. Day	
23	The National Education Association believes that Martin	
24	Luther King, Jr. Day should be a holiday in every U.S. state,	
25	territory, and protectorate. The Association recognizes the	
26	significance of the observance to emphasize our need for racial	
27	healing, justice, and equality through nonviolence. (1969, 2017)	
28		
29	I-38. César Chávez Day	
30	The National Education Association believes that César	
31	Chávez Day should be a state holiday in every state to focus on	
32	the importance of labor organizing and promoting equitable	
33	human relations. The Association encourages the observance of	
34	this day to promote reflection and action for social justice. (2008,	
35	2009)	
36		
37	I-39. Indigenous Peoples' Day	
38	The National Education Association believes that the his-	
39	tory of colonization needs to be recognized and acknowledged	
40	in every state. To do so, the Association believes that the name	
41	of the current holiday known as "Columbus Day" should be	
42	renamed and recognized as "Indigenous Peoples' Day" in	
43	recognition of early indigenous peoples before colonization by	
44	European settlers. (2019)	
45		
46	I-40. Veterans Day	
47	The National Education Association believes that all people	
48	of this nation should honor and memorialize the sacrifices and	
49	heroic acts of all who have served in the Armed Forces. Veterans	
50	Day should be maintained as a legal holiday. Students should be	
51	taught the importance and magnitude of the sacrifices made by	
52	veterans in the protection of the United States during war and	
53	peace. Affiliates and school systems should plan observances	
54	to promote the celebration of veterans' courage, patriotism, and	
55	sacrifice for every member of society. (2001, 2021)	
56		
57	I-41. Observance of Juneteenth	
58	The National Education Association believes that Juneteenth	
59	should be a holiday in every U.S. state, territory, and protector-	
60	ate. The Association encourages the promotion and celebration	
61	of this day to commemorate the fulfillment of the Emancipation	
62	Proclamation and the freedom of enslaved men, women, and	
63	children in the United States on June 19, 1865. (2022)	
64		
65		
	I-42. Observances Celebrating Women	66
	The National Education Association believes in the impor-	67
	tance of celebrating women as heroines for both their broad and	68
	specific contributions to society. The Association also believes	69
	that these celebrations must recognize the intersectionality, chal-	70
	lenges, and triumphs of women who identify as Native People	71
	and Asian, Black, Latin(o/a/x), Middle Eastern and North Afri-	72
	can, Multiracial, and Pacific Islander people. The Association	73
	further believes that these celebrations must also recognize the	74
	intersectionality, challenges, and triumphs of women who are	75
	transgender and non-binary. (2022)	76
		77
	RIGHTS OF SPECIFIC GROUPS	78
		79
	I-43. Self-Determination of Indigenous People	80
	The National Education Association recognizes that Ameri-	81
	can Indians and Alaska Natives are sovereign nations with the	82
	rights of self-determination and supports Native Hawaiians in	83
	reclaiming their rights of self-determination and sovereignty.	84
	The Association also recognizes that sovereignty includes the	85
	right to provide for culturally appropriate education of American	86
	Indians, Alaska Natives, and Native Hawaiians. (2007)	87
		88
	I-44. Protection of Senior Citizens	89
	The National Education Association believes that physical,	90
	mental, and economic abuse of senior citizens in any form is	91
	deplorable.	92
	The Association also believes in the development of legisla-	93
	tion and consumer education to eliminate the use of unethical	94
	techniques, scare tactics, and misrepresentation to divest senior	95
	citizens of their financial resources. The Association further	96
	believes that its affiliates should join in political action to bring	97
	about such legislative and administrative reform at the state and	98
	national levels. (1978, 2015)	99
		100
	I-45. Protection of People Living with HIV, AIDS, and Hepatitis	101
	The National Education Association believes that people	102
	living with human immunodeficiency virus (HIV), acquired	103
	immunodeficiency syndrome (AIDS), and/or hepatitis should	104
	be ensured fair and equitable treatment allowing equal access	105
	to education, employment, living conditions, and all rights guar-	106
	anteed by law.	107
	The Association also believes in maintaining the public	108
	health by encouraging people to be tested and seek treatment for	109
	lifelong conditions impacting an individual's health such as, but	110
	not limited to HIV, AIDS and/or hepatitis.	111
	The Association further believes that blood donation policies	112
	should utilize modern, science-based guidelines that focus on	113
	the risk factors associated with HIV transmission instead of the	114
	gender of a person's sexual partners.	115
	The Association believes that HIV/AIDS criminalization	116
	laws should be made current with the modern understanding of	117
	HIV/AIDS prevention, treatment, and transmission. HIV/AIDS	118
	should be treated no differently than other serious communi-	119
	cable diseases, thereby removing the discrimination and stigma	120
	surrounding these health conditions. (1994, 2019)	121
		122
		123
	I-46. Disabilities Awareness	124
	The National Education Association believes that the human	125
	and civil rights of individuals with disabilities must be protected.	126
	The Association encourages its affiliates to educate their own	127
	members and the public at large to bring about an awareness of	128
	disability issues. (1999, 2015)	129
		130

1 **I-47. Accessibility for Persons with Disabilities**

2 The National Education Association believes that all build-
3 ings should be in compliance with the accessibility standards
4 of the Americans with Disabilities Act. The Association also
5 believes that employees experiencing disabilities are entitled to
6 medically necessary and reasonable accommodations necessary
7 to perform the essential duties of their jobs. (1988, 2022)

8
9 **I-48. Protection of Persons with Cognitive Disabilities**

10 The National Education Association believes that the human
11 and civil rights of individuals with cognitive disabilities must be
12 protected.

13 The Association also believes that individuals with cogni-
14 tive disabilities who have committed criminal offenses should
15 receive all diagnostic and/or psychological services that meet
16 their needs and guarantee their right not to be abused while
17 incarcerated. The Association further believes that individuals
18 with cognitive disabilities should not be subjected to capital
19 punishment. (1989, 2015)

20
21 **I-49. Care and Protection of Persons with Mental**
22 **Health Disorders**

23 The National Education Association believes that it is soci-
24 ety's responsibility to provide quality care for persons who have
25 mental health disorders. Such persons should have access, as
26 needed, to diagnosis, primary hospital care, outpatient services,
27 necessary medication, social services, and housing in the least
28 restrictive environment. Financial assistance for such care should
29 be based upon the ability of the individual to pay.

30 The Association also believes that individuals with mental
31 disabilities who have committed criminal offenses should receive
32 all diagnostic and/or psychological services that meet their needs
33 and guarantee their right not to be abused while incarcerated.

34 The Association further believes that individuals with mental
35 disorders should not be subject to capital punishment. (1986,
36 2015)

37
38 **I-50. Care and Protection of Military Veterans**

39 The National Education Association believes that many
40 veterans of military conflicts are suffering physical, social, and
41 psychological problems due to their involvement in combat and
42 related military activities. The Association also believes that all
43 military personnel and veterans should have comprehensive and
44 timely access to appropriate and necessary medical care. The
45 Association supports federal and state increases in benefits and
46 programs, including retirement benefits, for these military veter-
47 ans and their dependents to meet their needs. (1981, 2017)

48
49 **OPPOSITION TO ALL FORMS**
50 **OF DISCRIMINATION**

51
52 **I-51. Elimination of Discrimination**

53 The National Education Association is committed to the
54 elimination of discrimination based on race, gender, ethnicity,
55 economic status, religion, disability, sexual orientation, gender
56 identity, gender expression, age, and all other forms of discrimi-
57 nation. The Association believes that sanctions are both justified
58 and necessary against governments, organizations, businesses,
59 and/or groups that utilize or support discriminatory practices.
60 The Association believes that any code, policy, or system of
61 discrimination and exploitation in the workplace and in schools
62 must be eliminated. The Association also believes that nondis-
63 criminatory cultural expression is a human right. The Association
64 further believes that it is important to eliminate discrimination

65

against individuals wearing natural hairstyles such as braids, 66
twists, cornrows, and locs. 67

The Association believes that in order to gain a more com- 68
plete understanding of discriminatory oppression, intersec- 69
tionality must be recognized and addressed within leadership, 70
schools, and communities in order to advance the Association's 71
social justice work. Intersectionality is the understanding of how 72
a person's identities combine and compound to create unique 73
discriminatory experiences. 74

Honest and open conversation is a precursor to change. The 75
Association encourages its members and all other members of 76
the educational community to engage in necessary conversations 77
in order to examine assumptions, prejudices, discriminatory 78
practices, and their effects. (1976, 2022) 79

80
81 **I-52. Institutional Discrimination**

82 The National Education Association believes that the fabric 83
of our society is strengthened when the contributions from 84
all of its diverse members are encouraged and embraced. The 85
Association recognizes that institutional and public policies and 86
practices sometimes discriminate against certain groups in soci- 87
ety and perpetuate stereotypes and biases about these groups. 88
Therefore, the Association encourages its affiliates, in collabora- 89
tion with community organizations, to increase public awareness 90
about racially unjust legislation, policies, practices, and biases 91
and to actively work to eliminate them. (1998, 2021) 92

93
94 **I-53. Discrimination by Organizations**

95 The National Education Association believes that organiza- 96
tions, including the Association and its affiliates, are strengthened 97
by offering membership, providing leadership opportunities, and 98
ensuring full and effective participation on a nondiscriminatory 99
basis.

The Association shall use the facilities of and/or participate 100
in programs sponsored only by organizations and/or their aux- 101
iliaries that do not deny membership to certain segments of our 102
society on a discriminatory basis when such denials are not 103
related to the stated purposes of the organization. The Associa- 104
tion encourages its affiliates to do the same. 105

The Association also believes that its members now holding 106
membership in such organizations should work actively from 107
within for the total elimination of such exclusionary clauses. 108
(1974, 2022) 109

110
111 **I-54. White Supremacy Culture**

112 The National Education Association believes that, in order 113
to achieve racial and social justice, educators must acknowledge 114
the existence of white supremacy culture as a primary root cause 115
of institutional racism, structural racism, and white privilege. 116
Educators must also work to prohibit institutionally racist sys- 117
tems and policies that have governed our society and kept Native 118
People and Asian, Black, Latin(o/a/x), Middle Eastern and North 119
African, Multiracial, and Pacific Islander people* from full 120
participation in American life. Additionally, the Association 121
believes that the norms, standards, and organizational structures 122
manifested in white supremacy culture perpetually exploit and 123
oppress people of color and serve as detriments to racial justice. 124

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* This language usage acknowledges the Report and Recommendations of
the Racial Equity Language Review Stakeholder Group adopted by the NEA
Board of Directors in May 2020. Native People are named first, distinctly,
recognized as the first people of this land with sovereign national and tribal
status, and named together with Asian, Black inclusive of African Ameri-
can, Latin(o/a/x) inclusive of Hispanic and Chican(o/a/x), Middle Eastern and
North African, Multiracial, and Pacific Islander people.

1 Further, the invisible racial benefits of white privilege, which
2 are automatically conferred irrespective of wealth, gender, and
3 other factors, severely limit opportunities for people of color and
4 impede full achievement of racial and social justice. The Asso-
5 ciation believes that, to aid in the efforts to eradicate hate caused
6 by prejudice, stereotypes, and biases, school districts must pro-
7 vide training in cultural competence, implicit bias, restorative
8 practices and techniques, and racial justice. Therefore, the Asso-
9 ciation will actively advocate for social and educational strate-
10 gies fostering the eradication of institutional racism and white
11 privilege perpetuated by white supremacy culture. (2018, 2021)

13 I-55. Racial Justice

14 The National Education Association believes in the necessity
15 of racial healing to strengthen our society as a whole. To this end,
16 the United States must make a transformative investment in the
17 physical and mental health and economic opportunities of Native
18 People and Asian, Black, Latin(o/a/x), Middle Eastern and North
19 African, Multiracial, and Pacific Islander people*, and their com-
20 munities. Racial justice in education and throughout the United
21 States will be realized when we ensure systematic fair treatment
22 resulting in equitable opportunities and outcomes for people of
23 all races. The Association acknowledges that both historical and
24 current practices have systematically advantaged and privileged
25 people of White European ancestry while disadvantaging and
26 denying rights, opportunities, and equality for people of color.
27 Implemented through both policies and laws, these biased prac-
28 tices have been manifested in the conditions our students and
29 educators face in their schools and communities.

30 The Association also believes that honest and open conversa-
31 tions about the sources of institutional racism that continue to
32 threaten equity, fairness, and justice in our nation are necessary
33 to produce the critical changes needed to achieve racial healing
34 and justice.

35 The Association encourages its affiliates to educate members
36 about the ways race privileges certain people. The Association
37 also encourages its affiliates to work with family and student
38 partners to develop, initiate, and promote programs that will lead
39 us to repair, heal, organize, and advocate to achieve racial justice
40 so that every student and educator may fulfill their full potential.
41 (2017, 2021)

43 I-56. Hate-Motivated Violence

44 The National Education Association believes that acts or
45 threats of hate-motivated violence, including, but not limited
46 to, physical and verbal violence against individuals or groups
47 because of their race, color, national origin, political beliefs, reli-
48 gion, gender, sexual orientation, gender identity, gender expres-
49 sion, age, disability, size, marital status, or economic condition
50 are deplorable. The Association also believes that federal, state,
51 and local governments and community groups must oppose and
52 eliminate hate-motivated violence and that current events and/or
53 economic conditions should not diminish such opposition.

54 The Association recognizes the danger of White supremacist
55 groups and all media sources that promote hateful speech and
56 actions, and the continuation of institutional racism. Further,
57 the Association recognizes the danger of any group that mar-
58 ginalizes anyone based on race, color, national origin, political
59 beliefs, religion, gender, sexual orientation, gender identity, gen-
60 der expression, age, disability, size, marital status, or economic
61 condition. Therefore, educators must take a significant role in
62 countering the effects of such speech, actions, and racism on our
63 students, families, and communities. (1991, 2021)

64
65

I-57. Civility in Public Discourse

The National Education Association believes that American
institutions in both the public and private sectors should foster
a culture that promotes universal respect for all people and that
strongly discourages demeaning characterizations of people in
relation to their race, ethnicity, religion, nationality, political
affiliation, gender, sexual orientation, gender identity, gender
expression, size, or disability. (2008, 2021)

I-58. Respect for Individual Names and Pronouns

The National Education Association believes that an indi-
vidual's name and pronouns are of utmost importance. There-
fore, all educators must treat students and fellow educators with
respect and dignity. The Association acknowledges that students
and educators experience discrimination from the effects of
mispronunciations, misgendering, misrepresentations, incorrect
documentations in systems of record, or the usage of deadnames.
Regardless of intent, the long-lasting negative impact on the
individual, classroom, and work environment is deleterious in
nature and detrimental to teaching and learning. Therefore, the
Association believes student and educator names and pronouns
should be treated with respect and dignity by making efforts to
understand and implement proper pronunciation, punctuation,
stylization, individual preference, cultural norms, context and
times of usage, and a true understanding of the discrimination
experienced when these aspects of a person's name and pronouns
are disregarded. (2021)

I-59. Linguistic Diversity

The National Education Association believes that, although
English is the language of political and economic communi-
cation in the United States, efforts to legislate English as the
official language disregard cultural pluralism; deprive those in
need of education, social services, and employment; and must
be challenged.

The Association recognizes the importance of an individual's
native language and culture and the need to promote and preserve
them through instruction, public service announcements, and all
other forms of communication. The Association also believes
that people should be able to speak in their native tongue free
from harassment and bias. (1987, 2021)

I-60. Use of Prejudicial Terms and Symbols

The National Education Association believes prejudice is
deplorable and the use of names, symbols, caricatures, emblems,
logos, and mascots that promote prejudice should be discontin-
ued. (1992, 2015)

I-61. Right of Redress for Descendants of Slaves

The National Education Association believes that slavery,
forced servitude, and/or the ownership of a human being are
gross violations of human rights and unacceptable in a civilized
society.

The Association also believes that the history of slavery in
the United States was a grievous crime against humankind that
has contributed to a continuance of over 400 years of economic
injustices, terror, state-sponsored terrorism, and institutional and
systemic racism—including, but not limited to, convict leasing;
unjust imprisonment; Jim Crow segregation, lynching and tor-
ture of Black citizens, and destruction of Black communities and
towns; redlining; exclusion of the access to benefits of the New
Deal and GI Bill; the ripping apart of families; mass incarcera-
tion; police brutality and murder; militarization and over-pol-
icing of Black communities; denial of equal and equitable access
to education; the school-to-prison pipeline; criminalization

1	of Black students in school; denial of economic opportunity;	
2	denial of full economic participation; and denial of democratic	
3	participation.	
4	The Association further believes that the descendants of	
5	enslaved Africans in the U.S. have the right to redress for the	
6	crimes against humanity committed by the United States	
7	through full repair and reparations for building the economic	
8	engine of the West that resulted in generational wealth accrual	
9	by White Americans off the theft of that labor, while at the same	
10	time being denied full economic participation or benefits of that	
11	labor, and for the gross injustices inflicted upon their ancestors.	
12	(2008, 2021)	
13		
14	I-62. Deprivation of Human Rights of Indigenous	
15	People	
16	The National Education Association believes that it is deplor-	
17	able for government entities to allow, sanction, or participate in	
18	the slaughter and displacement of indigenous people, including	
19	any practice that violates treaties, forcibly relocates, and/or	
20	forces compulsory out-of-home placements regarding life and	
21	education.	
22	The Association also believes that any attempt to deprive a	
23	group from life, land, resources, or culture is immoral.	
24	The Association further believes that formal apologies are	
25	long overdue to the indigenous people of the United States and	
26	its territories and protectorates. (2009, 2010)	
27		
28	I-63. Repatriation of American Indian/Alaska Native	
29	Remains	
30	The National Education Association believes in the dignity of	
31	the dead and encourages laws to prevent the robbing of graves.	
32	The Association also believes that the remains of thousands	
33	of American Indians/Alaska Natives in storage throughout the	
34	United States should be returned for interment to the tribes and/	
35	or areas from which they were taken. The Association further	
36	believes that American Indian/Alaska Native sacred items in	
37	museum collections should be returned to the tribes of their	
38	origin. (1989, 2008)	
39		
40	I-64. Violence Against and Exploitation of Asians/	
41	Pacific Islanders	
42	The National Education Association opposes the expression	
43	of covert and overt sentiments, threats, and incidents of racially	
44	motivated physical and/or verbal violence toward Asians/Pacific	
45	Islanders. The Association believes that community-based edu-	
46	cational programs should be developed by local school systems	
47	in conjunction with Asian/Pacific Islander groups to eliminate	
48	this violence. The Association supports clear and consistent law	
49	enforcement to protect the civil and human rights of the victims	
50	of such violence.	
51	The Association also opposes the exploitation of women as	
52	mail-order brides. (1984, 1999)	
53		
54	I-65. Internment/Containment Policies Based on Race,	
55	Ethnicity, and/or National Origin	
56	The National Education Association recognizes that restric-	
57	tive and/or punitive action based on race or national origin is	
58	a violation of constitutional guarantees and is repugnant to the	
59	American ideals of life, liberty, and property.	
60	The Association condemns the practice of internment/con-	
61	tainment of racially identifiable segments of our newly immi-	
62	grated and current populations. (1982, 2017)	
63		
64		
65		
	I-66. Inclusive Medical Studies	66
	The National Education Association believes that women	67
	and members of racial minority groups must be included in the	68
	samples of all medical studies, surveys, and research purporting	69
	to yield results applicable to all segments of a population. (1991)	70
		71
	I-67. Sexual Harassment	72
	The National Education Association recognizes that sexual	73
	harassment is a form of sex discrimination or abuse.	74
	The Association believes that students and education employ-	75
	ees should be protected from sexual harassment, which is a form	76
	of sex discrimination. The Association encourages its affiliates	77
	to work with local school districts and institutions of higher	78
	education to—	79
	a. Establish strong policies defining and prohibiting sexual	80
	harassment	81
	b. Develop educational programs designed to help people	82
	recognize, understand, prevent, combat, and eliminate	83
	sexual harassment	84
	c. Develop and publicize a grievance procedure that	85
	encourages the reporting of incidents of sexual	86
	harassment, resolves complaints promptly, and protects	87
	the rights of all parties	88
	d. Form and train support groups to assist in the counseling	89
	of targets of alleged sexual harassment. (1988, 2016)	90
		91
	I-68. Equal Opportunity for Women	92
	The National Education Association believes that all persons,	93
	regardless of gender, must have equal opportunity for employ-	94
	ment, promotion, compensation (including equal pay for compa-	95
	erable worth), and leadership in all activities.	96
	The Association supports an amendment to the U.S. Constitu-	97
	tion (such as the Equal Rights Amendment) that guarantees that	98
	equality of rights under the law shall not be denied or abridged	99
	by the United States or by any state because of gender. The	100
	Association urges its affiliates to support ratification of such an	101
	amendment. The Association also supports the enactment and	102
	full funding of the Women's Educational Equity Act.	103
	The Association also believes that the Equal Employment	104
	Opportunity Commission must have cease-and-desist authority	105
	to act in all cases of discrimination based on race, creed, color,	106
	age, national origin, sexual orientation, gender identity, gender	107
	expression, and gender.	108
	The Association further believes that governing boards and	109
	education associations must eliminate discriminatory practices	110
	against women in employment, promotion, and compensation.	111
	Personnel policies must include family leave, maternity leave,	112
	paternity leave, leave for adoption of a child, child-care leave,	113
	and professional leave that encourages women to participate in	114
	professional growth experiences and to prepare for administra-	115
	tive and executive positions.	116
	The Association believes that local, state, and national agen-	117
	cies should consider research specifically related to women and	118
	their health problems and concerns.	119
	The Association also believes that professional associations at	120
	all levels should adopt policies that ensure women equal access	121
	to elective, appointive, and staff positions.	122
	The Association further believes in the establishment of	123
	women's education committees in local and state affiliates as a	124
	vehicle for implementation of equal opportunity for women.	125
	The Association believes that sexism and sex discrimination	126
	must be eliminated and endorses the use of nonsexist language.	127
	(1969, 2021)	128
		129
		130

1	I-69. Personal Relationships in Higher Education	66
2	The National Education Association recognizes that in insti-	67
3	tutions of higher education adult students and education employ-	68
4	ees may establish personal relationships. However, such relation-	69
5	ships should be voluntary and not be used to coerce or influence	70
6	others for personal advantage. Thus, the Association believes	71
7	that sexual relationships between a faculty member and a student	72
8	currently enrolled in the faculty member's course, or under the	73
9	supervision or direction of any higher education employee, are	74
10	unprofessional. The Association encourages its affiliates in insti-	75
11	tutions of higher education to seek the establishment of strong	76
12	policies declaring such relationships unprofessional. (1989, 1998)	77
13		
14	I-70. Businesses Owned by Minorities and/or Women	78
15	The National Education Association believes that businesses	79
16	owned by minorities and/or women should be encouraged. The	80
17	Association also believes that the federal government should	81
18	initiate and continue policies that encourage businesses owned	82
19	by minorities and/or women. (1989, 2004)	83
20		84
21	INTEGRATION AND DESEGREGATION	85
22		86
23	I-71. Integration in the Public Schools	87
24	The National Education Association believes that it is impera-	88
25	tive that full integration of the nation's schools be effected.	89
26	The Association recognizes that acceptable integration plans	90
27	will include affirmative action programs and a variety of devices,	91
28	such as geographic realignment, pairing of schools, grade pair-	92
29	ing, and satellite and magnet schools. Some arrangements may	93
30	require busing of students in order to comply with established	94
31	guidelines adhering to the letter and spirit of the law.	95
32	The Association urges its affiliates to encourage school	96
33	boards to study and consider seriously the negative impact on	97
34	minority students when schools located in minority neighbor-	98
35	hoods are targeted for closing.	99
36	The Association will assist its affiliates to ensure that educa-	100
37	tion employees, parents/guardians, and students are involved in	101
38	the development of plans designed to achieve integration. The	102
39	Association also believes that state and federal agencies should	103
40	provide funds necessary to implement integration programs,	104
41	including funds for student transportation. The Association also	105
42	urges participation in citizen advisory committees—consist-	106
43	ing of members designated by the local education association,	107
44	parents, and representatives of community organizations, busi-	108
45	ness, clergy, and media—that reflect the ethnic makeup of the	109
46	community in developing, implementing, and evaluating student	110
47	desegregation plans.	111
48	The Association further believes that integrated schools must	112
49	provide students with equal access to all curricular and extracur-	113
50	ricular programs and to technological equipment and knowledge.	114
51	The Association opposes any attempts to delay or impede	115
52	implementation of desegregation orders and will, therefore, resist	116
53	all efforts to resegregate integrated schools. The Association	117
54	also opposes any governmental attempts to resegregate public	118
55	schools through any means, including vouchers, charters, and	119
56	other school-choice initiatives.	120
57	The Association will continue to oppose vigorously the	121
58	systematic displacement or demotion of minority, especially	122
59	Black, educators to achieve integration. The Association further	123
60	opposes actions of boards of education to finance integration	124
61	plans through reduction of school staff. In addition, the Associa-	125
62	tion will oppose the capricious reassignment and displacement	126
63	of Hispanic educators because of desegregation and bilingual	127
64	programs. (1969, 2004)	128
65		129
		130
	I-72. Ethnic-Minority Educators	
	The National Education Association believes that ethnic-	
	minority educators are essential to the operation of schools, thus	
	encouraging local and state affiliates, Department of Defense	
	Education Activity (DoDEA), and appropriate governmental	
	bodies and agencies to work to achieve and maintain ethnic	
	diversity in all categories of educational employment. (1979,	
	2015)	
	J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN	
	INDEPENDENT, UNITED EDUCATION PROFESSION	
	STRONG EFFECTIVE	
	ASSOCIATIONS/AFFILIATES	
	J-1. Strong Professional Associations	
	The National Education Association believes that an indepen-	
	dent and professional organization is vital to its members and	
	affiliates. This independence must be safeguarded in any align-	
	ments with other organizations.	
	The Association also believes that the unified effort of a	
	professional organization promotes the interests of its members	
	and advances a strong, healthy educational environment. (1974,	
	2004)	
	J-2. Supporting Locals in Jeopardy	
	The National Education Association believes that assistance	
	should be afforded to those affiliates that exist within concen-	
	trated territories of competing organizations. The Association	
	encourages its affiliates to initiate and support programs that	
	will strengthen and enhance the local organizational struc-	
	ture and promote membership growth within the Association.	
	Continuous communications, including face-to-face-contact,	
	and cooperation of local, state, and national bodies are keys to	
	the success of the local affiliates in building solid professional	
	organizations.	
	The Association also believes that assistance should be given	
	to those local affiliates that have been targeted for takeover	
	by competing organizations and/or the object of "association	
	busting."	
	Members of affiliated locals that are not the bargaining agent	
	must be provided an effective means of processing grievances.	
	(1976, 2015)	
	MEMBERSHIP PARTICIPATION	
	J-3. Membership Participation in the Association	
	The National Education Association believes that every	
	member has the right to equitable access and the obligation	
	to participate fully in the Association. Participation should be	
	free from fear, intimidation, retribution, marginalization, or any	
	forms of bullying and harassment.	
	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 lead-	
	ership 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.	

1	The Association supports and encourages, whenever possible,	
2	policies and practices such as affordable child care services so	
3	that members with children may have improved opportunities to	
4	participate in Association activities. Members should also sup-	
5	port public education by sending their children to public preK	
6	through post-secondary educational institutions. (1969, 2021)	
7		
8	J-4. Minority Participation in the Association	
9	The National Education Association believes that at every	
10	phase of governance and on all decision-making levels of the	
11	Association there should be minority participation at least pro-	
12	portionate to the identified ethnic-minority population of that	
13	geographic level.	
14	Ethnic minorities should be included as candidates for posi-	
15	tions at all levels. The Association should promote minority par-	
16	ticipation in program development and should employ minorities	
17	and women in staff positions consistent with Association affir-	
18	mative action policies.	
19	The Association also believes that its affiliates should main-	
20	tain a commitment to organizational policies and programs that	
21	promote the training and involvement of minorities at all levels	
22	of the organization.	
23	The Association further believes that there is a need for sys-	
24	tematic evaluation of minority participation at all levels. (1972,	
25	1996)	
26		
27	J-5. Aspiring Educator Member Participation	
28	The National Education Association believes that eligible	
29	students should have the opportunity to join the Association. The	
30	Association also believes that students should be encouraged to	
31	participate in the Association at the local, state, and national lev-	
32	els. Preprofessional and leadership training should be priorities.	
33	The Association further believes that its members should	
34	promote membership in the NEA Aspiring Educator Program to	
35	all eligible students, including student teachers in members'	
36	classrooms, and provide opportunities for community outreach,	
37	professional development, and political action. The Association	
38	believes that advisors of NEA Aspiring Educator chapters should	
39	be members of the Association.	
40	The Association believes that state affiliates should facilitate	
41	the establishment of chapters in all higher education institutions	
42	that offer teacher preparation programs.	
43	The Association also believes that local and state affiliates	
44	should collaborate with student programs in order to facilitate	
45	the transition from student to professional membership status	
46	within the Association so that Aspiring Educator members	
47	become involved in the activities and leadership pathways of the	
48	professional Association and its affiliates. (1991, 2018)	
49		
50	J-6. Retired Member Participation	
51	The National Education Association believes that Retired	
52	members are a valuable asset and should be active participants	
53	within the Association at the local, state, and national levels.	
54	The expertise of Retired members should be utilized in all	
55	areas of the Association.	
56	The Association also believes that its members should pro-	
57	mote membership in the Retired Program to all eligible mem-	
58	bers. (1976, 2013)	
59		
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	J-7. Promotion of Education as a Career Choice	66
	The National Education Association supports the establish-	67
	ment of student organizations whose goal is to promote the	68
	field of public education as a lifelong profession that is vital and	69
	essential to every community. The Association believes that its	70
	state and local affiliates should support these student organiza-	71
	tions and their efforts to build partnerships with government,	72
	business, and community stakeholders to advance the profession.	73
	(1980, 2022)	74
		75
	GLOBAL EDUCATION PROFESSION	76
		77
	J-8. Universal Education Employee Rights	78
	The National Education Association supports the efforts of	79
	all associations of education employees in the world to secure	80
	basic rights for their members. The Association commends	81
	those education employees and students around the world who	82
	champion academic freedom and campaign against illiteracy,	83
	especially when their activities must be conducted under oppres-	84
	sive and often life-threatening conditions.	85
	The Association stands ready to help all associations of edu-	86
	cation employees obtain their basic rights as listed in the NEA	87
	resolutions.	88
	The Association condemns all governments for their roles	89
	in any acts of injustice against education employees and their	90
	organizations and, thus, the children and youth of those coun-	91
	tries. The Association urges the U.S. government to refrain from	92
	supporting any governments that suppress academic freedom	93
	and literacy.	94
	The Association also urges the U.S. government to refrain	95
	from any plan for overt or covert action that would destabilize or	96
	overthrow any government or would adversely affect a govern-	97
	ment's successful campaign to improve literacy, equal education	98
	support, health care, and living and working conditions. (1981,	99
	1995)	100
		101
	J-9. Organizations of Other Nations	102
	The National Education Association believes that a strong	103
	international community of education employees is necessary to	104
	promote international understanding and to defend the interests	105
	of education employees in all countries. The Association actively	106
	supports Education International and will continue to cooper-	107
	ate with professional education organizations of other nations.	108
	(1969, 1995)	109
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