

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2022–2023 NEA RESOLUTIONS COMMITTEE**

NEA Representative Assembly

July 3-6, 2023

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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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A-6. School Boards

The National Education Association believes that it is the responsibility of school boards to provide a quality education to each student within a school district. The Association also believes that school boards must provide resources and support so that each school in a district meets standards for educational excellence. The Association further believes that school boards must promote public understanding of the importance of public education and the schools and programs within their school districts.

The Association believes that the composition of school boards must be representative of the population within the school district, including minority groups; that board members must be elected by the voters in the school district; and that board members must be elected from representative districts. The Association opposes federal, state, and local takeovers of public schools, public school districts, and their governing boards. The Association also believes that the closing of schools by school boards to avoid legislative corrective action is not in the best interest of students, parents, or school employees. The Association further believes that provisions should be made for parents/guardians of students who are attending school in a district other than their home district as part of a court-ordered interdistrict busing plan to have substantive influence on board actions and policies. The Association believes that school boards must have the authority to decide the location of public schools and privately-managed charter schools within their districts.

The Association also believes that student participation in a school board's deliberative process should be encouraged, and that student input in the voting process should be advisory only. Wherever a school board includes student members, they should be excluded from participating in discussions, receiving information, and voting on issues dealing with education employees and items contained in negotiated agreements.

The Association further believes that school board meetings must be held at times and places that allow education employees, local affiliates, and the community to participate in educational decision making.

The Association believes that school boards should adopt policies that promote racial and social justice and ensure the separation of church and state. (1980, 2018)

A-10. Historically Black Colleges and Universities

The National Education Association recognizes that Historically Black Colleges and Universities (HBCUs) continue to play a vital role in helping Americans in their efforts toward building a truly pluralistic society.

The Association believes that the programs of HBCUs should continue to be reviewed and updated so that they maintain diverse and quality faculties and student bodies.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. The Association also believes that closing, downgrading, or merging HBCUs is not in the best interest of the educational community.

The Association further believes that HBCUs should be recognized for their successes in bringing Black educators into the profession. The Association acknowledges the commitments of HBCUs to instill in their graduates cultural awareness, cultural competency, and culturally responsive education, and believes that these commitments should be emulated by all educator preparation programs. (1980, 2016)

B-4. Dropout Prevention

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

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

The Association believes that student pregnancy impacts the educational, social, and economic lives of young people, as well as their health. Therefore, any dropout prevention efforts should also provide resources and supports for pregnant students and students who give birth, including, but not limited to, social-emotional support, new parent counseling, lactation support, guidance of navigating or accessing medical treatment, clean and comfortable lactation spaces, support with child care, and support in finding and accessing other community resources. These students should also have access to extended learning, flexible hours, hybrid learning, and other continuing education options.

The Association also believes that the disaggregation of graduation rate *and exclusionary discipline* data is essential to identify and to implement appropriate interventions for highly-impacted groups and individuals. *The Association believes that, in order to maximize graduation rates across demographics, educators should strive to minimize the use of exclusionary discipline practices and eliminate its disproportionate application.* (2008, 2022)

B-9. Critical Thinking

The National Education Association believes that critical thinking is an essential part of a well-rounded education. The Association also believes that educators play a vital role in teaching critical thinking skills through developmentally appropriate practices. The Association further believes that developmentally appropriate practices enable students to [analyze, synthesize, evaluate, determine the importance and relevance of arguments and ideas, and identify erroneous or fallacious reasoning and logic]—

- a. *Analyze, synthesize, and evaluate information*
- b. *Determine the importance and relevance of arguments and ideas*
- c. *Identify erroneous, biased, or fallacious reasoning and logic*
- d. *Distinguish fact from opinion*
- e. *Identify propaganda*
- f. *Evaluate reliability and validity of sources in all types of media*
- g. *Consider historical and contextual content*
- h. *Recognize argumentative styles and methods.* (2019)

B-11. Effective Communication

The National Education Association believes it is critical that students and educators become effective communicators in school and in life through all forms of expression. Communication instruction is essential for learning in all content areas and for achieving high standards. *Access to needed supports such as Assistive Technology and Alternative and Augmentative Communication Devices is necessary to enable all students in becoming effective communicators.* The Association also believes that students must be culturally competent to be effective communicators.

The Association further believes that *students' and* educators' efforts to value and promote effective communication should be supported by parents/guardians, administrators, other education employees, and communities. (2009, 2022)

B-28. Education of Migrants

The National Education Association believes that migrant workers and their children are entitled to educational opportunities that address their diverse and unique educational needs.

The Association advocates the implementation of [bilingual/bicultural] *multilingual/multicultural* and remedial instructional programs that address the individual instructional needs of migrant students in the United States, regardless of the availability of federal and state funds to support such programs. (1975, 1996)

B-36. Education for All Students with Disabilities

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

- a. A fully accessible *and inclusive* educational environment, using appropriate *accommodations, modifications*, instructional materials, support services, and pupil personnel services[, must] *that ensure equitable access and* 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 **and appropriate** 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.
 - j. Students with [special needs] **disabilities** must have appropriate, **accessible** testing options matching the processing disorders, motor skills, and/or academic developmental levels or language proficiency of those students to measure individual progress and proficiencies.
 - k. Limitations must be made in class size, caseloads, and/or work load of designated education and service providers, using methods such as the workload analysis model, modified scheduling, and/or curriculum design determined by each student's IEP or other learning accommodations.
 - l. All teachers who serve students with disabilities must have scheduled access to resource personnel, instructional assistants, paraeducators, co-teachers, and special education teachers.
 - m. The student's IEP should not be used as criteria for the evaluation of education employees.
 - n. Communications must be maintained among all involved parties.
 - o. Staff must not be reduced.
 - p. All school personnel, including substitutes, must be adequately prepared for their roles, including addressing the identified individual needs of students, through appropriate licensing and/or [ongoing] **continual and accessible** professional development.
 - q. Incentives for participation in professional development activities should, as mandated by law, be made available for education employees.
 - r. Education employees, as mandated by law, must be appointed to local and state advisory bodies on special education.
 - s. Education employees must be allowed to take part in the U.S. Office of Special Education and Rehabilitative Services on-site visits to states. Education employees should be invited to these meetings.
 - t. Local affiliates and education employees must be recruited, trained, and involved in monitoring school system compliance with federal special education legislation.
 - u. Adequate release time or funded additional time must be made available so that teachers can carry out the increased demands placed upon them by federal special education legislation, including the development and administration of alternate forms of assessment.
 - v. Collective bargaining and other means should be used to minimize the potentially severe impact on staff that results from the implementation of special education legislation.
 - w. Benefits for staff working with students with disabilities must be negotiated through collective bargaining agreements and must be honored.
 - x. Full funding must be provided by local, state, and federal governments.
 - y. Students are better served if the person working with them is prepared to accommodate their needs. Substitute employees should be made aware that the assignment offered is a [special needs] program **for students with disabilities**[.]
 - z. **Collaboration and communication between educators, students, and families is essential to ensure success for students with disabilities.** (1978, 2022)

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—

- a. Flexible scheduling and attendance policies
- b. ***Extended learning opportunities and continuing education options leading to student graduation***
- c. ***Access to hybrid, virtual, and homebound instruction***
- [b] d. Appropriate guidance in continuing/alternative education programs and productive employment
- [c] e. Career development skills
- [d] f. Development of self-esteem
- [e] g. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family planning, and parenting skills
- [f] h. On-site preschool and child care services
- [g] i. Free transportation. (1987, 2005)

B-43. Culturally Responsive Education

The National Education Association believes that culturally responsive education is critical to building equitable and inclusive school curricula. The Association also believes that culturally responsive education recognizes and embraces cultural differences to create a more just learning environment. The Association further believes that culturally responsive education promotes recognition of individual and group differences and similarities in order to reduce all forms of prejudice and discrimination to develop self-esteem as well as respect for others. ***Such education includes the past and present contributions of historically underrepresented or marginalized people.***

Culturally responsive education seeks to develop a whole school environment that is inclusive of cultural considerations (e.g., curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). The development of a culturally responsive environment is ever-evolving and ongoing. A culturally competent pedagogy connects students' cultures, languages, and life experiences with the school curriculum. Leveraging a student's knowledge and experiences from their families and communities helps them to access and connect with the curriculum and develop their academic skills. (1981, 2022)

B-50. School-to-Work/Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adult, opportunities to become effective, responsible, productive citizens. To achieve this goal, career education must be interwoven into the total educational system and should include programs in gender-[free] ***inclusive*** career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences that meet rigorous academic standards and are accorded the same level of accreditation as other education programs.

The Association also believes that educational programs for all students should offer a variety of exploratory career experiences that are developmentally appropriate. In addition, these programs should enhance self-esteem and assure equal opportunity for career development and equal access to ***vocational, career, and technical program admissions***; college ***admissions***; and university admissions.

In addition, these programs should enhance self-esteem and assure equal opportunity for career development and equal access to college and university admissions. (1976, 2001)

B-51. Family and Consumer Sciences Education

The National Education Association believes that family and consumer sciences education programs prepare students to manage, with reason and creativity, the challenges across the life span of living and working in a global society.

The Association also believes that family and consumer sciences education programs should—

- a. Follow national standards as set forth by the appropriate professional organizations
- b. Be developmentally appropriate
- c. Be cooperative in nature and culturally [sensitive] ***responsive***. (2005)

B-69. Assessment of Student Learning

The National Education Association supports ongoing comprehensive assessment of student *learning, competency, and* growth. A student's level of performance is best assessed [with authentic measures] *authentically*, including [but not limited to] *through* extended curricular activities and opportunities, directly linked to the [lessons taught and materials used by teachers] *learning experiences developed and delivered by educators*.

The Association believes that the primary purposes of assessment of learning both inside and outside the classroom are to—

- a. Assist students and their parents/guardians in identifying the students' strengths and needs
- b. Encourage students to become lifelong learners
- c. Measure a program's effectiveness, communicate learning expectations, and provide a basis for determining instructional strategies
- d. Develop appropriate *and meaningful* learning experiences for students.

The Association also believes that no one measure should be used to determine a student's performance *or be decisive in making high-stakes decisions such as grade promotion or retention, course enrollment, or graduation*. [Teachers] *Educators* should utilize a variety of measures to accurately assess student *learning, competency, and* growth. All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, and be free of cultural, racial, and gender biases.

The Association further believes that *educators, especially* classroom teachers, must be involved in the development of assessment systems and are best qualified to determine the criteria for [assessment of students and dissemination of] *assessing students as well as disseminating and contextualizing* results. Instruments used to communicate student progress must be *timely*, accurate [and], meaningful to students, parents/guardians, and other stakeholders, *and communicated in a language and format that is accessible and easy to understand*.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student's developmental level. (1981, 2016)

B-70. Standardized Testing of Students

The National Education Association believes that standardized tests and/or assessments should be used only to improve the quality of education and instruction for students.[†] Standardized tests, whether norm-, criterion-, or standards-referenced, can validly assess only a limited range of student learning. Therefore, they should be only an adjunct or supplement to information obtained through school- and classroom-based assessment conducted by teachers for purposes of supporting and strengthening instruction as well as for summarizing and evaluating student learning. Standardized tests are most useful when designed by the education professionals closest to the classroom and integrated with assessment information specific to local programs *with results returned in a timely manner*. *Results of assessments should be made available to educators who work directly and indirectly with the assessed students with sufficient time for reflection, to impact planning for instruction, interventions, and improvements*. [Affiliates] *The Association also believes that affiliates* should advocate for, and states and test designers should employ, a variety of developmentally appropriate assessment techniques that allow for universal design, necessary accommodations, modifications, and exemptions and are bias-free, reliable, and valid. When a test and/or assessment is mandated at the local, state, or national level, it should be reviewed by a panel of appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area and be used only to evaluate a program's effectiveness toward meeting local, state, or national standards and/or goals.

The Association [also] *further* believes that, in order for standardized achievement tests and/or assessments to support quality education—

- a. Standards must be prioritized to support effective curriculum, instruction, professional development, and assessment.
- b. [Stakeholders] *Constituents* must determine high priority standards. These standards must be clearly and thoroughly described so that the knowledge and skills students need to demonstrate are evident.
- c. Valid results of assessment of high-priority standards must be reported standard-by-standard for each student, school, and district.
- d. The breadth of the curriculum must be monitored to ensure that attention is given to all standards and subject areas, including those that are not assessed.

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

- e. Progress should be continually monitored to ensure that assessments are appropriate for the purposes for which they are intended.
- f. Students with special needs and/or limited English proficiency should have appropriate alternative options to standardized testing to measure individual progress and proficiencies.
- g. English language learners (ELLs) should be able to demonstrate an advanced understanding and application of academic language proficiencies in listening, speaking, reading, and writing in English prior to being required to take high stakes assessments.

The Association opposes the use of standardized tests and/or assessments when—

- a. Used as the criterion for the reduction or withholding of any educational funding
- b. Results are used to compare students, educators, programs, schools, communities, and states
- c. Used as a single criterion for high-stakes decision making, such as graduation requirements or grade promotion
- d. The results lead to sanctions or other punitive actions
- e. Arbitrary standards are required
- f. They do not match the processing skills, motor skills and/or academic developmental levels or language proficiency of the student
- g. Student scores are used to determine compensation
- h. Programs are specifically designed to teach to the test
- i. Testing programs or tests limit or supplant instructional time
- j. Every student is required to be tested every year
- k. Students and parents/guardians are not provided with a complete report of the individual student's test results
- l. Time required to administer the test exceeds reasonable and appropriate limits for the age of the student
- m. Test preparation impedes or discourages learning, constrains the curriculum in ways that threaten the quality of teaching and learning for students, or limits and/or curtails future educational opportunities of learners
- n. Scores are used to track students
- o. Students with special needs or limited English proficiency are required to take the same tests as regular education students without modifications and/or accommodations
- p. Non-English-proficient students' scores adversely affect the evaluation of a school based on federal and state guidelines.

The administration of a standardized test and/or assessment includes the responsibility to educate the stakeholders about the purpose of the test, the meaning of the test results, and the accurate interpretation of its conclusions. The Association further believes that students, parents/guardians, educators, administrators, schools, and school districts should not be penalized for parents/guardians exercising their legal rights to exempt their children from standardized tests and/or assessments. The Association believes that states should be encouraged to make test items public after they are no longer used. (1978, 2018)

B-74. School Library Media Programs

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

The Association encourages increased funding for school library media programs from federal, state, and local governments as well as other sources such as public and/or private partnerships. (1980, 2022)

New Resolution B. Artificial Intelligence

The National Education Association believes that the development and expanding use of Artificial Intelligence (AI) technologies will continue to impact students, educators, public education, and the greater community. The Association also believes that the use of AI in public education should align with the following principles:

- a. *AI tools should support the needs of students and educators.*

- b. *The implementation of AI must be equitable, accessible, and inclusive to ensure that no community is disadvantaged or excluded.*
- c. *AI tools and their implementation must be free of cultural, racial, and gender biases, and they should not perpetuate or amplify existing biases or discrimination.*
- d. *Educators should be involved in the development of best practices for pedagogical applications of AI.*
- e. *The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.*
- f. *AI should not compromise the privacy of educators, students, or their families.*
- g. *Educators and students should be provided guidance and training on the ethical use of AI tools.*
- h. *Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices. (2023)*

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 education, should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services can be effective with ongoing communication and coordinated partnerships between social, school, home, and community resources.

The Association also believes that all health, social, and psychological 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, implementation, 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:

- a. School counseling programs providing a focus on academic, career, and social/emotional development so students achieve success in school and are prepared to lead fulfilling lives as responsible members of society; school counselors spending at least 80 percent of their time providing direct services to students, with a maximum counselor/student ratio of 1:250
- b. Health services, provided by a licensed school nurse, promoting the health of students through prevention, case finding, early intervention, and remediation of specific health problems, with a nurse-to-student ratio at each site that is at least one school nurse to every 750 students, with adjustments to safely accommodate students with special health needs and chronic illness
- c. School psychological services promoting the mental health of students through prevention, identification, early intervention, and remediation of specific mental health issues that interfere with the learning process and providing crisis intervention of traumatic events and mental health counseling, with a psychologist-to-student ratio of at least one to every 500–700 students, adjusting to adequately accommodate students with serious emotional disabilities
- d. School social work services providing crisis intervention, individual and group counseling, behavior management, and coordination with student families and community resources, with a maximum social worker/student ratio of 1:250
- e. Other specialized clinicians who identify, diagnose, and accommodate learning disabilities and other conditions adversely affecting the ability to learn and succeed in a school setting
- f. Family-planning counseling and access to birth control methods with instruction in their use, if deemed appropriate by local choice
- g. ***Consistent access to free menstrual products including, but not limited to, pads and tampons***
- [g] h. A healthful psychological climate and a safe physical environment at the building, classroom, and individual levels.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and supports community, state, and national efforts to coordinate these services. (1969, 2016)

C-14. School Emergency Plans

The National Education Association believes in the safety of all students and staff. The Association also believes that schools, school districts, and school transportation systems must have written plans that delineate procedures that include, but are not limited to, emergencies, lockdowns, violence, evacuations, and weather-related conditions. Plans must include rapid reaction criteria, ***timely communication to school staff***, and procedures coordinated with on-

campus, community, and other appropriate first responders. Emergency plans for each school site must be developed by school personnel and 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)

C-46. Extracurricular Participation

The National Education Association believes that the successful completion of an academic program is the first priority for all students.

The Association also believes that all schools, colleges, universities, and parents/guardians must accept their educational responsibilities to student athletes and participants in other extracurricular activities. These students should not be exploited for economic and/or personal gain. *Their mental and physical health must be protected.*

The Association further believes that there should be fair and equitable eligibility requirements for student participation and student progress should be monitored frequently. (1984, 2000)

D-16. Professional Development for Education Professionals

The National Education Association believes that continuous professional development is required for education professionals to achieve and maintain the highest standards of student learning and professional practice. The Association also believes that professional development should—

- a. Be based upon clearly articulated goals reached by consensus of the school community
- b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- c. *Be accessible*

[c] d. Support education professionals in meeting the needs of students

[d] e. Be incorporated into and aligned with (not added to) professional work expectations

[e] f. Be standards-referenced and incorporate effective practice, relevant data, and current research

[f] g. Be supported by adequate resources

[g] h. Be career-long, rigorous, and sustained

[h] i. Stimulate intellectual development and leadership capacity

[i] j. Balance individual priorities with the needs of the school and the district

[j] k. Be modified in response to feedback from ongoing assessments and participants' evaluations

[k] l. Preserve regular planning time for teachers

[l] m. Provide—

- training and ongoing support for the implementation of new and expanded programs/skills
- training and ongoing support in the development of new and revised curricula and instructional strategies
- time during the regular work day and work year for inquiry, research, reflection, and collaboration
- time for individual and collaborative study of student data to improve student learning
- opportunities for mentoring/peer coaching with colleagues on an ongoing basis
- a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
- opportunities to assume new roles and career paths, including leadership positions
- flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
- opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDs, epinephrine injections, opioid antagonist medications (such as Narcan), and seizure management
- training and ongoing support for the use of technology as an instructional tool. (1976, 2018)

D-17. Professional Development for Education Support Professionals

The National Education Association believes that continuous professional development is required for education support professionals to achieve and maintain the highest standards of professional practice in order to meet the needs of the whole student. Professional development and continuing education serve as catalysts to recruit, retain,

and promote qualified education support professionals. Professional development for education support professionals should be fully funded and participants must be fully compensated to attend the trainings.

Professional development should—

- a. Be offered to both full-time and part-time education support professionals
- b. Be designed, directed, and differentiated to meet the needs of affected professionals at each site
- c. **Be accessible**
- [c] d. Ensure that education support professionals have a decisive voice at every stage of the planning, implementation, evaluation, and modification
- [d] e. Be ongoing throughout the school year and made available by both the states and school districts or through community partners such as community colleges, cultural institutions, and business resources
- [e] f. Be offered during regular work hours (on designated school or district professional development days) or compensated when offered outside of regular work hours
- [f] g. Be incorporated into and aligned with (not added to) professional work expectations
- [g] h. Support education support professionals in meeting the needs of the whole student
- [h] i. Be standards-referenced and incorporate effective practices, relevant data, and current research
- [i] j. Be supported by adequate resources
- [j] k. Be relevant
- [k] l. Stimulate intellectual development and leadership capacity
- [l] m. Balance individual career goals with the needs of the school and district
- [m] n. Provide—
 - Training and ongoing support for the use of technology
 - Opportunities to assume new roles and career paths, including leadership positions
 - Opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDS, epinephrine injections, opioid antagonist medications (such as Narcan), and seizure management. (1998, 2018)

D-19. Professional Development in Behavior Management, Discipline, Order, and Safety

The National Education Association believes that behavior management, discipline, order, and safety in schools and school districts are essential to ensure student and educator success. The Association also believes that all education employees, including those not typically involved in direct instruction, must be provided [ongoing] **continual, relevant, and accessible** professional development in trauma-informed practices, behavior management, progressive discipline, conflict resolution, restorative practices, bullying prevention techniques, safety plans and emergency procedures, emergency lifesaving techniques, and crisis management. The Association further believes that all materials and practices should promote safe and just schools at every level of education, and all training materials and programs should be regularly evaluated for progress and outcomes in applying racial justice and equity tools and practices. (1994, 2021)

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 republishing 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)

F-6. Strikes

The National Education Association ***believes that the right of all educators to strike should be recognized and*** denounces the practice of keeping schools open during a strike.

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

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party to the negotiation process possesses the power to use the courts unilaterally against the other party.

The Association recommends that several procedures be used in resolution of impasse—such as mediation, fact finding, binding arbitration, political action, and strike—if conditions make it impossible to provide quality education. In the event of a strike by education employees, extracurricular and cocurricular activities must cease.

Appropriate educator preparation institutions should be notified that a strike is being conducted and urged not to cooperate in emergency licensing or placement practices that constitute strikebreaking. The Association condemns denial of credits to students working in the school for credit as part of an educator preparation or credential program who have honored a work stoppage. In the event of a strike at the school of placement, affiliates should work with colleges and universities of both student teachers and students in field placements to ensure that those students honoring the work stoppage will receive credit for previous service and assignments, and be provided an opportunity for a comparable alternative placement in order to complete all remaining preservice requirements.

The Association also condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of members, community service in lieu of other penalties, decertification of an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure, and retirement benefits in school work stoppages.

The Association urges enactment and enforcement of statutes guaranteeing the rights of education employees when a work stoppage occurs, including the right to present their case to the state or courts, before back-to-work orders are issued.

The Association also urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. The Association is committed to supporting affiliates in the event of a strike or work action. (1969, 2019)

F-11. Benefits

The National Education Association believes that benefit structures and costs to employees should be subject to collective bargaining or, in nonbargaining jurisdictions, incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment. The Association also believes that all education employees should be eligible for benefits that include but are not limited to—

- a. Comprehensive insurance programs
 - 1. Health
 - 2. Dental
 - 3. Vision
 - 4. Hearing
 - 5. Life
 - 6. Legal
 - 7. Workers' compensation
 - 8. Long-term physical and mental disability
 - 9. Prescription drug
- b. Paid leaves

1. Sick leave with unlimited accumulation
2. Personal leave with unlimited accumulation
3. Bereavement leave
4. Parental leave, including adoption
5. Family leave
6. Dependent care leave
7. Sabbatical leave
8. Professional leave
9. Association leave
10. Religious leave
11. Vacation time
12. ***Jury duty***
- c. Additional remuneration
 1. Severance pay
 2. Tuition reimbursement
 3. Retirement compensation
 4. Unemployment compensation
 5. Benefit extension for laid-off employees
- d. Personal assistance
 1. Personal assault protection, and in the event of assault, counseling services and leave that is not subject to sick or personal leave
 2. Employee assistance program
 3. Reimbursement for damages to or loss of personal property at work site
 4. Child care and pre-school education
 5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S. Federal Tax Code

The Association further believes that education employees and their spouses, domestic partners, and/or dependents should have equal access to all benefits applicable to them.

The Association believes that paid parental leave without fear of reprisal is essential for the welfare of children. Such leave establishes strong family ties and ensures proper health and well-being of all family members.

The Association also believes that comprehensive insurance programs should be provided for education employees on official leave of absence or parental leave.

The Association further believes that provisions should be made for retirees, their spouses, domestic partners, and/or dependents at their option to continue in the comprehensive health, dental, prescription drug, hearing, and vision programs.

The Association believes that, if school districts consolidate, regionalize, share services, or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2021)

New Resolution F. Trauma-Informed Care for Educators

The National Education Association believes that every educator should have access to trauma-informed care through their work/professional environment.

The Association also believes that trauma-informed care should acknowledge—

- a. *The presence of trauma*
- b. *The different types of trauma including school, personal, and community events*
- c. *The effects of trauma as it affects the educator*
- d. *That trauma-informed care needs to be individualized. (2023)*

H-9. National Health Care Policy

The National Education Association believes that affordable, comprehensive health care, including prescription drug coverage, is [the right of every resident] ***a human right***.

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)

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 the collective duty of the organization and its members 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-46. Disabilities Awareness

The National Education Association believes that the human and civil rights of individuals with *visible and non-visible* disabilities must be protected. The Association encourages its affiliates to educate their own members, *law enforcement, emergency responders*, and the public-at-large to bring about an awareness of disability issues. (1999, 2015)

I-47. Accessibility for Persons with Disabilities

The National Education Association believes that all buildings should be in compliance with the accessibility standards of the Americans with Disabilities Act. The Association also believes that employees [experiencing] *with* disabilities are entitled to medically necessary and reasonable accommodations necessary to perform the essential duties of their jobs. (1988, 2022)

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)

I-56. Hate-Motivated Violence

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

The Association recognizes the danger of White supremacist groups and all media sources that promote hateful speech and actions, and the continuation of institutional racism. [Further, the] *The* Association *also* recognizes the danger of any group that marginalizes anyone based on race, color, national origin, political beliefs, religion, gender, sexual orientation, gender identity, gender expression, age, disability, size, marital status, or economic condition. Therefore, educators must take a significant role in countering the effects of such speech, actions, and racism on our students, families, and communities.

The Association further recognizes the persistence of non-race-based hate-motivated violence in the United States. The elevated levels of hate-motivated violence in the form of antisemitism, anti-Islamic and anti-Sikh sentiment, and anti-LGBTQ+ sentiment must be recognized and addressed by schools and communities to further foster a vibrant, pluralistic, and intrinsically equitable and just society. (1991, 2021)

New Resolution I. Comprehensive Health Care

The National Education Association believes that access to comprehensive health care is a human right. Comprehensive health care includes, but is not limited to, reproductive health care, gender-affirming care, and emergency

- 1 *care. Health care should not be denied on the grounds of race, color, national origin, political beliefs, religion, gender,*
- 2 *sexual orientation, gender identity, gender expression, age, disability, size, marital status, or economic condition. (2023)*

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.