

**NATIONAL EDUCATION ASSOCIATION**

**REPORT OF THE  
2024–2025 NEA RESOLUTIONS COMMITTEE**

**NEA Representative Assembly**

**July 3-6, 2025**



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The *Report of the 2024–2025 NEA Resolutions Committee* represents the final recommendations of the committee. For information on 2025 consideration of the final report to 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 (2025).

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### A-33. Charter School Accountability<sup>†</sup>

The National Education Association acknowledges the value set forth in the original conception of charter schools as innovators within local public school districts, provided such charter schools are authorized by and held accountable to local democratically elected school boards or their equivalent, and meet certain basic procedural and substantive safeguards that apply to public schools. *The meetings of these boards must be held at times and places that allow education employees, local affiliates, and the community to participate in educational decision-making.* These basic safeguards protect schools in our communities as well as our nation's commitment to a free public education system that is accessible to all.

The Association believes that the competitive market model of charter schools promising school improvement simply by way of introducing competition into local school systems is a failure, and that basic accountability to the community is the only way to ensure options that are high quality and demonstrate sustainable student growth. The Association also believes that handing over the education of our students to privately managed, largely unaccountable charter schools that do not answer to locally elected school boards or their equivalent jeopardizes student success, undermines the public education system, and harms our students and educators, particularly in communities of color.

The Association further believes that all educators deserve the right to a collective voice through bargaining and representation, and that an organized workforce is a better guardian of quality standards for students and educators alike. Educators in public charters therefore must be allowed to organize and fully participate in the union.

The Association supports both communities organizing for quality public education and educators working together to improve and hold accountable charter schools while supporting state and local efforts to preserve public school funding and services by eliminating such funding and services from unaccountable privately managed charters that do not comply with those basic safeguards and standards. (1993, 2017)

### 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—

- a. Analyze [., synthesize,] and evaluate information
- b. *Create solutions incorporating new and original work*
- [b] c. Determine the importance and relevance of arguments and ideas
- [c] d. Identify erroneous, biased, or fallacious reasoning and logic
- [d] e. Distinguish fact from opinion
- [e] f. Identify propaganda
- [f] g. Evaluate reliability and validity of sources in all types of media
- [g] h. Consider historical and contextual content
- [h] i. Recognize argumentative styles and methods. (2019, 2023)

### 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, language, geographic location, religion *and nonreligion*, gender, sexual orientation, gender identity, age, physical and mental ability, size, occupation, 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 observances, programs, and curricula that accurately portray and recognize 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)

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<sup>†</sup> See *NEA Handbook* for the Policy Statement on Charter Schools adopted by the 2017 Representative Assembly, which sets forth the Association's full position dealing with this subject.

## **B-32. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, Non-Binary, and Questioning/Queer Students**

The National Education Association supports developmentally appropriate and inclusive educational programs that address the unique needs and concerns of lesbian, gay, bisexual, transgender, non-binary, and questioning (LGBTQ+) students. The Association also supports efforts and contributions by educators, parents/guardians, community leaders, organizations, and partners in the development of these programs. Specific programs should provide—

- a. Acknowledgement of the significant contributions of diverse LGBTQ+ persons in American and world history and culture
- b. Involvement of educators knowledgeable in LGBTQ+ issues in the development of educational materials that integrate factual information about the history, social movements, and current events of LGBTQ+ people
- c. Developmentally appropriate local, state, and national resources.
- d. ***Culturally responsive and affirming approaches for comprehensive supports for LGBTQ+ students including, but not limited to, counseling, social work services, and social transition supports.*** (2015, 2024)

## **B-42. Driver Education**

The National Education Association believes that driver education courses that include both classroom and behind-the-wheel experiences should be ***offered as*** part of the education of [all] students and should be taught by teachers ***certified and*** licensed in driver education. (1980, 1998)

## **B-45. Multiple World Language Education**

The National Education Association believes that the acquisition of multiple world languages is a vital part of the educational experience and that those who leave school speaking more than one language will be more competitive in the global marketplace. The Association also believes that the cumulative hours of exposure to the target language during a student's educational career is the most important determinant leading to fluency and proficiency in a second language. Students should have the opportunity to acquire age-appropriate world language skills from an integrated curriculum throughout the preK through higher education experience.

***The Association further believes that Dual Language Immersion (DLI) programs in public schools are evidence-based, educationally sound approaches that not only enable students to become fully bilingual and biliterate, but also cultivate cross-cultural empathy, global awareness, and cognitive development. DLI programs represent an alternative to traditional world language instruction. The Association believes that there should be robust and equitable public investment in the creation, expansion, and sustainability of DLI programs in all communities. Schools should be provided with the resources to train and retain qualified bilingual educators and to develop culturally relevant, standards-aligned curricula.***

The Association [further] ***also*** believes that educational software may be used to improve or enhance the effectiveness of teacher instruction as a supplementary resource and must not be used to supplant teacher instruction.

The Association supports the maintenance of current programs 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-56. HIV/AIDS Education**

The National Education Association believes that educational institutions should establish comprehensive human immunodeficiency virus (HIV) and acquired Immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. HIV/AIDS education must include education about all means of transmission, including unprotected sex and unsanitary methods of tattooing, body piercing, and intravenous drug use. Information on prevention options must include abstinence [and], medically approved prevention devices, ***and treatment.*** Instruction in decision making skills to assist students in correlating health information and personal behavior is essential.

The Association also believes that proper implementation of these programs requires education, employee training and input. These programs should be presented by properly licensed/trained personnel and should be planned with the input of parents/guardians and other community representatives. (1987, 2000)

## B-58. Social Studies Education

The National Education Association believes that teaching social studies is an integral part of a student's education. Social studies include courses and content that study the functions of human society, its institutions, and societal structures. These include history, geography, economics, political science, anthropology, archaeology, psychology, and sociology.

When designing or adopting social studies curriculum, the Association believes the following should always influence decisions:

- a. Up-to-date, accurate, and unbiased information
- b. Intentional inclusion of material that accurately portrays historically marginalized and underrepresented groups
- c. Contain a diverse representation of cultures
- d. Personal accounts, *origin stories*, and other primary sources with supplemental materials that are drawn from representative samples
- e. Inclusive curriculum, especially selections that allow students to see positive depictions and contributions of underrepresented individuals
- f. World maps that depict up-to-date national boundaries and names of countries
- g. Historical maps made available and presented in context. (2024)

## B-65. Genocide

The National Education Association deplores any act of genocide, which is the deliberate and systematic eradication of members of any group based on culture, ethnicity, national origin, political affiliation, race, religion, sexual orientation, gender identity, and gender expression. Acts of genocide must be acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its occurrence, [and] preclude its recurrence, *and work to address the inherent generational trauma within the affected communities*. (1993, 2021)

## B-66. The Holocaust

The National Education Association believes that the historical events of the Holocaust must be taught to provide insight into how atrocities of this magnitude develop. The Association also believes that Holocaust education promotes human rights, prevents future genocides, [and] reduces doubt [that] *of the occurrence of* these horrifying events, [occurred] *and works to address the inherent generational trauma within the affected communities*. (1981, 2019)

## B-70. Internet Access

The National Education Association believes that every school classroom, office, teacher workroom, and library/media center should have affordable, high-speed, seamless, and equal access to the internet. The Association also believes that in order for all students to access their education, which may at times be virtual, internet access must be available, affordable, reliable, and sufficient.

The Association further believes that education employees are essential to the development of an acceptable use policy (AUP) and to the appropriate use of the internet. Filtering of internet web sites must maintain a balance between the protection of students and the open flow of information. *Students should have access to multiple information-gathering resources, including search engines and Artificial Intelligence (AI) tools.*

The Association believes that an AUP that requires the signatures of parents/guardians and students must be in place before allowing student access. (1993, 2021)

## B-71. 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. *Educators should be empowered to determine the use of AI in their classrooms in accordance with their professional responsibilities, discretion, and academic freedom.*
- [e]f. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.
- [f] g. AI should not compromise the privacy of educators, students, or their families.
- [g] h. Educators and students should be provided guidance and training on the ethical use of AI tools.
- [h] i. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices.

The Association further believes that AI tools should not be used to replace educators nor their professional judgment. (2023, 2024)

## B-86. 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 educators to minimize tardiness, truancy, and other attendance issues. *The Association further believes that these efforts must be culturally responsive and focused on creating and implementing systems that promote student success.* (2013, 2017)

## B-88. 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 *delivered* by persons [who are] licensed by the appropriate state education licensure agency, [and a curriculum] *using curricula* approved by the [state] *applicable state's* 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)

## New B. Native American Genocide Education

*The National Education Association believes that the historic and current events of Native American genocide, including the plight of Missing and Murdered Indigenous People (MMIP), must be taught to provide insight into how atrocities of colonization have historically impacted and continue to affect Native American lives. Such teachings are essential to understanding our Native American populations, past and present, and the culture of our Native American students, families, and educators in public schools.* (2025)

## 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] *Comprehensive school* counseling programs [providing a focus on] *addressing students'* 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]. *The Association supports a recommended school counselor-to-student ratio of at least one school counselor to*

every 250 students. School counselors should spend at least 80 percent of their time providing direct and indirect services to students, and 20 percent or less of their time in program planning and school support

- 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 *psychologist* 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[/-]to-student ratio of [1:250] *at least one social worker to every 250 students*
- 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
- 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, 2023)

## C-42. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to safe and stable [school] *educational* environments; free inquiry and expression; freedom of the press; due process; gender equity; freedom of association; freedom of peaceful assembly and petition; participation in the governance of the school, college, and university; freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association also believes that [randomly searching students] *random searches and unlawful arrests of students* without reasonable suspicion is a violation of their Constitutional freedoms and is detrimental to school safety, restorative justice, student morale, instructional time, and nurturing learning environments.

The Association further believes that each basic student right carries with it a comparable responsibility. Student responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and conformance to school rules and regulations that do not abrogate these rights. Students share with the administration and faculty a responsibility to develop a climate within the school and community that is conducive to wholesome learning and living. No student has the right to interfere with the education of other students. It is the responsibility of each student to respect the rights of each person involved in the educational process.

The Association believes that in order to protect the safety of students it is necessary to protect the confidentiality of student information and data. The Association opposes the collection and dissemination of student data by any external organization, company, or institution without the express written consent of the student and/or parent/guardian.

The Association also believes that student rights must be safeguarded when students are involved in commercial premium campaigns and fundraising activities. (1969, 2021)

## C-45. Student Use of Electronic Social Media

The National Education Association recognizes the [popularity and accessibility of electronic social media, including personal websites, blogs, text messages and social networking sites] *usage of social media and Artificial Intelligence (AI)*. The Association believes that students should be informed of the [possible dangers of posting personal information electronically] *cognitive and personal dangers such as privacy concerns, misinformation, cyberbullying, misuse of AI, cognitive offload, and malicious content. Students should be encouraged to report incidents of cyberbullying and other inappropriate communications received using electronic social media. The*

Association also recognizes that social media can assist students, when used appropriately, to collaborate and access resources beneficial to student learning.

The Association supports policies that require social media and AI companies to address the design of their products and the impact of those products on students as well as policies to increase media literacy. (2010)

## F-6. Strikes

The National Education Association believes that the ability to strike, or withhold labor, is a powerful source of leverage for education employees to negotiate for better terms or conditions. The Association encourages preparation for the possibility of labor actions as part of a broader strategy that includes community outreach, public engagement, and effective messaging. Readiness strengthens bargaining power. The [National Education] Association *also* 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 *further* 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, cessation or suspension of visa sponsorship, 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. Any strike settlement and return-to-work agreement must be written collaboratively and without punitive provisions.

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, 2024)

## F-7. Basic Contract Standards

The National Education Association believes that collective bargaining agreements between education employees, including part-time and temporary, and their employers should contain certain standard contractual concepts. The Association also believes that, in nonbargaining jurisdictions, these concepts should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for *all* education employees, including part-time and temporary. These concepts include—

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually
- d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action<sup>†</sup>

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<sup>†</sup> 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.

- e. Employer-paid benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
- f. Membership in the association or the payment of a fair-share fee as a condition of employment
- g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
- h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
- i. Specified class size, caseload, teaching assignment, and job description
- j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
- k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members
- l. Contractually defined procedures for evaluation and promotion
- m. Release time for Association business with full pay and benefits
- n. Parental/child rearing leave for employees to provide care for natural or adopted children
- o. Contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems
- p. Time during the regular work day and work year for education employees to plan, engage in professional development, work on curriculum and assessment, evaluate and document student progress, mentor and be mentored, and provide professional leadership
- q. Salary schedules that are equitable, regardless of the age level of the students being taught, and are based upon preparation, professional growth, and length of service, and that exclude any form of merit pay except in institutions of higher education where it has been bargained
- r. Placement and advancement on the salary schedule based on qualifications and number of years of experience in the profession
- s. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay
- t. Protection from being required to participate in community service
- u. Retirement benefits based on all income derived from school employment
- v. Clearly defined bargaining unit membership
- w. A guaranteed safe and healthy working environment, including a secured/lockable storage space for personal belongings
- x. The school calendar
- y. Protection from unilateral changes in terms or conditions of employment
- z. Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance education, and to guarantee that technology and distance education are used to supplement, not supplant, employees
- aa. Insurance against loss of personal items located on school property in the event of a natural disaster. (1989, 2021)

## **F-21. Bargaining Protection for Education Employees**

The National Education Association believes that education employees must be safe in schools and that federal and state legislation protecting all education employees should be enacted. The Association also believes that affiliates, school districts and governing boards, law enforcement agencies, and courts should work cooperatively to ensure the strict enforcement of all laws within public schools and educational institutions.

Violations of these laws and other assaults or violence against education employees should be documented through a jointly established procedure. The data collected at the district level should be used for review, analysis, and any needed action. This data must be accessible to the local association.

The Association believes that education institutions **[should] must** have an appropriate documented process to report assaults and threats of violence against education employees to the district level in a timely manner. Education institutions shall maintain records of this data.

The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, vandalism, or harassment—including incidents due to gender, sexual orientation and gender identity, or other causes—they should receive the full support of their employer in pursuing legal and other remedies, *receiving*

*appropriate and equitable care for injuries*, as well as receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks should not be deducted from accumulated sick leave or personal leave.

The Association further believes that all education employees working with a student having a record of violent behavior or severe behavior problems should be immediately informed of the nature, extent, and duration of the student's record of violent acts/disruptive behaviors. Before student placement, these employees should also be provided with teaching strategies that may impact the student's learning style and a plan for behavior management and modification.

The Association also believes that education employees must have the right to review and provide documentation to, as well as the right to participate—with association representation—in the student discipline hearing.

The Association further believes that education employees have the right to refuse continued placement of the student in their school related settings when the safety of other students or education employees is in question. (1970, 2024)

### **F-30. Education Employees Injured on the Job**

The National Education Association believes that the legal rights of education employees injured on the job must be protected. *The Association also believes that workers' compensation programs must address both the physical and psychological impacts of workplace injuries.*

The Association encourages its affiliates to protect the rights of injured members and provide access to information regarding employment-related injuries. (2000, 2016)

### **F-40. Protection of Education and Other Public Employees from Student Violence**

The National Education Association believes that education and other public employees should be protected from student violence. The Association also believes that schools and communities must develop policies and practices that promote safe working environments. These policies and practices should include procedures to report incidents of student violence, resolve complaints promptly, maintain records of these complaints, and protect the rights of all parties. *The Association further believes that no employee should experience any form of retaliation by any party when seeking remedies after an act of violence.* (2024)

### **F-41. Protection of Education and Other Public Employees from Workplace Bullying**

The National Education Association believes that all employees should be protected from workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The Association encourages its affiliates to work with school districts and institutions of higher education to discipline any education employee, student, parent, guardian, or volunteer who engages in any form of workplace bullying.

Workplace bullying can include, but is not limited to—

- a. Systematic aggressive communication
- b. Manipulation of work assignments
- c. Repeated, health-harming mistreatment
- d. Verbal abuse
- e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging
- f. Abuse via social media and/or the internet
- g. *Unwelcome communication while on non-disciplinary leave*
- h. *Sharing of health information protected by the Health Insurance Portability and Accountability Act (HIPAA)*

[g] i. Retaliation. (2011, 2022)

### **F-74. Social Security**

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.

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.

The Association opposes—

- a. Any proposal to privatize Social Security
- b. Provisions and regulations that deprive public employees of Social Security benefits
- c. Mandatory coverage of public employees under Social Security for employee groups that have declined coverage
- 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] ***Any future effort to reinstate the Government Pension Offset (GPO) or Windfall Elimination Provision (WEP) or to introduce similar policies or legislation that reduce or revoke Social Security benefits from public employees, including those already receiving benefits.***

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)

## **New F. Educators Assigned to Multiple Worksites**

***The National Education Association believes that assigning education employees to multiple worksites should only occur when this would expand experiences and services for students and when such expansion warrants less than an additional single worksite employee.***

***The Association believes education employees who are assigned to one worksite are better able to establish deeper connections to that building and its culture, staff, students, and community. The Association also believes that districts should not assign education employees to multiple worksites for the purposes of reducing budgets, reducing the number of single worksite positions, or increasing class sizes or caseloads.***

***The Association further believes that education employees assigned to multiple worksites should be required to travel no more than once per day between worksites and have a workday and workload that is equitable with that of an equivalent education employee working at a single worksite. The Association believes that education employees assigned to multiple worksites be provided with reasonable time to travel, equitable compensation for extended workday or additional work due to their position, and compensation for mileage. These employees should have the same opportunities to participate in training, service on committees, and setting the academic direction of the education institution.*** (2025)

## **G-2. National Board Certification**

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 ***and school counselors***.

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.

***The Association supports district and state-level financial assistance in paying for the NBPTS components to encourage participation in the process as well as compensated mentorship programs. The Association also supports financial incentives for those who certify and maintain certification.***

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)

## **H-2. The Education Employee as a Citizen**

The National Education Association believes that every education employee has the right and obligation to be an informed and politically active citizen. The Association also believes that, as private citizens, education employees have the right to express their personal viewpoints in public without fear of censorship, [or] intimidation, ***or unlawful arrest***. The Association supports voter education to alert voters to voting laws and procedures and key political issues. The Association also supports written governing board policies to guarantee education employees

their political rights. The Association further believes that local government units should be prevented from restricting the right of education employees to run for any elective office. Provisions should be made to enable education employees to serve in public office without curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without personal financial loss.

The Association believes that it is the duty and responsibility of education employees to involve themselves in the selection, election, and reelection of qualified, committed candidates who support goals that will provide quality education. Therefore, the Association urges its members to become politically involved and to support the political action committees of the Association and its affiliates.

The Association also believes that educators should have the opportunity to actively participate in the American political process. ***This participation may include serving in public office. The Association encourages programs that support educators, especially those from underrepresented groups, in running for public office.*** The Association supports districts allowing leaves of absence to both campaign full-time and serve in public office. (1969, 2017)

## **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 immediate steps to change activities that contribute to global climate change.

The Association supports the continued development and implementation of environmentally sound practices that abate global climate change and its effects in partnership with the global community.

***The Association also believes that the United States must actively address climate change through education, policy, and global collaboration.*** (2007, 2017)

## **I-28. Immigration**

The National Education Association supports efforts to improve the immigration process, including the provision of due process, equal protection, and access to status without regard to ethnicity, religion, or national origin. The Association also supports policies that protect the integrity of the family unit, ***including mixed-status families***, and deplores the hardships and trauma imposed on families when family members, especially spouses and partners, parents, guardians, or caretakers, are detained and/or deported for immigration status offenses and thereby separated from their children, many of whom are U.S. citizens. ***The Association also believes that the spouses of U.S. citizens must not be permanently barred from the process of acquiring their legal status or reunifying with a spouse who has been deported or exiled. The ability of citizens to challenge decisions, such as denials of visas or deportation, that separate them from their spouses or children must be ensured. The Association supports expansion of immigration pathways and programs that will enable U.S. citizens to remain together and be reunited with their spouses and children in the U.S.*** The Association supports equal access to educational opportunities for immigrants. The Association believes that English, adult education, GED, and citizenship classes should be available in sufficient numbers to ensure that immigrants can comply with all federal mandates for permanent residence and/or citizenship. The Association also believes that the federal government is responsible for the enforcement of immigration policy.

The Association recognizes that historically there have been many economic and/or political circumstances that have compelled people to come to the U.S. The Association opposes any immigration policy that denies human and/or civil rights or educational opportunities to immigrants and their children, hinders workers' abilities to organize, imposes excessive fees and fines on those seeking legalization, or criminalizes individuals or groups who support or assist them. The Association also opposes any policy that makes legalization or naturalization dependent upon military service and/or service in a combat zone. The Association condemns such policies as inhumane and discriminatory.

The Association further believes that federal decisions regarding the status of accompanied and unaccompanied immigrant children must always be made in the best interests of the child. Children who qualify for international protection must have their educational needs met while being given the time and resources, including court-appointed counsel, to have their cases fairly heard. The Association believes that children should not be separated from their parents/guardians. Therefore, the best placement for these children is in a family setting and not in detention facilities. (1984, 2017)

## **I-52. 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, *size*, 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, 2023)

## **I-68. Inclusive Medical Studies**

The National Education Association believes that [women and members of racial minority groups must be included in the samples of all] medical studies [, surveys, and research purporting to yield results applicable to all segments of a population] *must include diverse and comprehensive representation from all segments of the population that may potentially be affected by such research.* (1991)

## **New I. Equity of Benefits for Persons in Mixed Status Relationships**

*The National Education Association believes that member benefits should be available equally to all members, including members in mixed immigration status relationships.* (2025)

## **New I. Equal Opportunity for Transgender and Gender-Expansive Persons**

*The National Education Association believes that transgender and gender-expansive persons must be affirmed and protected.*

*The Association also believes that all transgender and gender-expansive persons must have equal opportunities for employment, promotion, compensation, and leadership. The Association further believes that transphobia, homophobia, and queerphobia must be eliminated and endorses the use of gender-neutral and inclusive language.*

*The Association believes in equal rights and non-discrimination, equal access to resources, and equal representation and opportunities for all, regardless of sex, gender, sexual orientation, sex characteristics, gender identity, or gender expression. The Association believes its affiliates have a responsibility to educate members about gender identity and gender expression.* (2025)

## 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](http://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 2024–2025 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 2025 Representative Assembly will begin with Goal Area A and proceed through B, C, D, 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.