

STRENGTHENING PUBLIC SCHOOLS FOR
STUDENT SUCCESS:
SCHOOL BOARD POLICIES AND RESOLUTIONS



The National Education Association is the nation's largest professional employee organization, representing more than 3 million elementary and secondary teachers, higher education faculty, education support professionals, school administrators, retired educators and students preparing to become teachers.

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STRENGTHENING PUBLIC SCHOOLS FOR **STUDENT SUCCESS:** SCHOOL BOARD POLICIES AND RESOLUTIONS

A resource provided by the NEA Education Policy and Implementation Center, with contributions from the NEA Center for Organizing, NEA Office of the General Counsel, NEA Center for Professional Excellence and Student Learning, NEA Center for Advocacy and Political Action, and NEA Center for Racial and Social Justice.



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The National Education Association is committed to developing and deepening collaborative relationships with school board members who are committed to strengthening and preserving public schools for students and educators. Now more than ever, we must work collectively to ensure that our students have the freedom to learn in happy, safe, inclusive schools that celebrate every part of who they are.

For many years, NEA has partnered with pro-public education school board members across the country to invite conversation through webinars, in-person meetings, and shared electronic resources. Our goal is to highlight how public education interest holders, including school board members, educators, families, and community members, can all be more engaged in the local policymaking process to ensure opportunities for all students—whether Black, Brown, or White, Native or newcomer, LGBTQ+, or differently abled—to succeed.

From cities and counties in districts throughout the country, local school board members—across race, place, background, and ability and including many who are also NEA members—have joined in our efforts. We look forward to continuing to build a stronger coalition of allies who support local policies that build opportunities for all students to learn in safe, just, equitable, inclusive, and future-focused learning environments. As partners in support of public schools, NEA wanted to provide you with this resource of sample school board resolutions and policies based on best practices identified throughout the country to ensure every student, every single student, has a future where they will thrive.

On behalf of NEA's 3 million members, thank you for your commitment to our country's public schools and the students they serve. We look forward to working with you more in 2026!

Rebecca S. Pringle
President
National Education Association

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Sample Resolution on Honesty in Education

WHEREAS, the [DISTRICT] (hereinafter, "District") values nurturing learning and teaching environments, supports and respects educators as trained professionals, and is committed to ensuring that all students can thrive regardless of race, place, background, or ability; and

WHEREAS, the District supports education that values honesty about who we are, integrity in how we treat others, and courage to do what's right by listening to, learning from, and respecting diverse viewpoints; and

WHEREAS, the District values our educators, who through pedagogically sound, age-appropriate curricula and teaching standards that help students understand our collective past, spark curiosity and critical thinking, and prepare all students to meet the challenges of our multicultural present and future [LOCAL DEMOGRAPHIC DATA, IF APPROPRIATE]; and

WHEREAS, the [STATE DEPARTMENT OF EDUCATION] outlines curriculum and teaching standards that deliver high-quality curricula that teach the full sweep of U.S. history and equip teachers and students to develop their understanding of the world and their ability to make meaningful change in it; and

WHEREAS, many communities across the country have faced misguided attacks on the instruction occurring in schools, when they are simply teaching the full truth of our country's history in accordance with district and state curriculum standards through research-tested pedagogical approaches; and

WHEREAS, studies show that students enrolled in Black Studies and Ethnic Studies courses that include the experiences and narratives of Native People, People of Color, and LGBTQ+ people; honor their cultural assets; and provide students with tools to critique inequality, develop strong relationships with teachers, and gain benefits in terms of school engagement and persistence in academic attainment; and

WHEREAS, a diverse faculty and staff reflective of the demographics of the community, country, and world provides significant value to all students, educators, school staff, and administrators across race, place, background, and ability; and

WHEREAS, continuing professional development and guidance for educators that is culturally responsive, anti-bias, and anti-racist; includes historically excluded perspectives that enable educators to foster safe school spaces; and promotes academic attainment for students; and

WHEREAS, the District will center education equity by building a shared understanding of U.S. history and actively engaging students, educators, and families, thereby ensuring that all students have what they need to thrive and succeed academically;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the District stands steadfast in its commitment to foster an inclusive, culturally responsive educational environment where every student, educator, and community member is treated with dignity and respect and condemns racism, sexism, and all forms of bigotry in our schools and community; and

BE IT FURTHER RESOLVED that the District stands behind its curricular materials, which meet [STATE] academic standards, and that the District further shall:

1. Stand by the right of our students to learn—and our expert educators to teach—an inclusive curriculum that covers our country’s whole history and encourages students to think critically and develop their own views and voice about current events;
2. Support culturally responsive education that centers students’ diverse history, cultures, families, and communities, thereby allowing students to see themselves reflected in the classroom, have strong relationships with their educators, and understand the world in which they live;
3. Support the study of the social, political, economic, and historical perspectives of our nation’s diverse racial and ethnic groups, which helps foster cross-cultural understanding among all students and aids students in valuing their own cultural identity while appreciating the differences around them;
4. In partnership with educators, students, and the community, review the District’s current curriculum to ensure it reflects a true history of this nation and the world we live in and works to dismantle systemic racism and racial inequity in our schools; and
5. Move forward with creating and implementing Black Studies and Ethnic Studies courses in all high schools; and

BE IT FURTHER RESOLVED that the District stands behind educators who teach district curricula and [STATE] academic standards in a truthful way that represent the full scope of this country’s history and present reality, and that the District further shall:

1. Support and defend educators’ use of teaching materials that incorporate diverse perspectives and that represent and acknowledge the experiences of all students;
2. Ensure that individual educators who teach [STATE] academic standards are not punished for teaching accurate information;
3. Honor the training, expertise, and professional judgment of its educators and respect pedagogical approaches that engage students around difficult questions in an inclusive, critical, and age-appropriate way;
4. Commit to dedicating time in schools for ongoing professional development, culturally responsive training, book studies, celebrations of diversity that center People of Color, critical conversations among staff and with students, and establishing community partnerships to support this work; and
5. Put in place practices that will lead to a more diverse workforce, consistent with the District’s commitment to a diverse faculty and staff that reflects the demographics of the community, country, and world, and thereby provides significant value to students of color, White students, and all in our community; and

BE IT FURTHER RESOLVED that the District commits to education equity, and that the District further shall:

1. Reject the idea that education equity is a zero-sum proposition in which some students lose opportunities to help other students succeed, and instead, work to provide all students with a world-class education;
2. Ensure safe, welcoming, and effective schools in which every student—regardless of race, gender, ZIP code, language, country of origin, religion, sexual identity or orientation, ability or disability, or family’s income—has a chance at academic success;
3. Ensure learning environments are free from discrimination, harassment, and identity-based bullying, consistent with [RELEVANT EXISTING DISTRICT POLICIES];
4. Support, review, and revise the District’s policies, programs, educational materials, teaching approaches, and resources to ensure education equity;
5. Review and assess the District’s discipline practices to determine if there is evidence of racial bias in discipline enforcement; and
6. Work to meet students where they are—academically, emotionally, and physically—and implement trauma-informed disciplinary practices in schools, particularly in communities in which students’ families have been disproportionately impacted by the COVID-19 pandemic due to health disparities.

Sample Resolution on Supporting Students, Regardless of Immigration Status (K-12)

WHEREAS, it is the right of every child, regardless of immigration status, to access a free public K-12 education and the [DISTRICT] (hereinafter, "District") welcomes and supports all students; and

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of immigration status, can safely access a free public K-12 education; and

WHEREAS, federal immigration law enforcement activities on or around district property and transportation routes, whether by surveillance, interview, demand for information, arrest, detention, or any other means, harmfully disrupt the learning environment to which all students, regardless of immigration status, are entitled and significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the United States, to access a free public K-12 education; and

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment, means of transportation to and from school sites, the preservation of classroom hours for educational instruction, and the requirement of school attendance; and

WHEREAS, parents and students have expressed to the District fear and confusion about the continued physical and emotional safety of all students and the right to access a free public K-12 education through district schools and programs; and

WHEREAS, education personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their emotional health;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the U.S. Immigration and Customs Enforcement Office (hereinafter, "ICE"), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws are to follow district policy, attached to and incorporated in this Resolution, to ensure the District meets its duty to provide all students, regardless of immigration status, access to a free public K-12 education; and

BE IT FURTHER RESOLVED that the Board declares the District to be a Safe Zone for its students, meaning that the District is a place for students to learn, thrive, and seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience; and

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create a Rapid Response Team to create and implement a child-centered, supportive response in the event the District is deprived of adult care, supervision, or guardianship outside of school due to a federal law enforcement action, such as detention by ICE or a cooperating law enforcement agency; and

BE IT FURTHER RESOLVED that it continues to be the policy of the District not to allow any individual or organization to enter a school site if the educational setting would be disrupted by that visit; given the likelihood of substantial disruption posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other agencies to visit a school site should be presented to the Superintendent's Office for review as to whether access to the site is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously, but before any immigration law enforcement agent or officer appears at a school site; and

BE IT FURTHER RESOLVED that in its continued commitment to the protection of student privacy, the District shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth and cease any such collection as it is irrelevant to the educational enterprise and potentially discriminatory; and

BE IT FURTHER RESOLVED that should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Superintendent's Office to ensure compliance with Family Education Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously but before any production of information is made; and

BE IT FURTHER RESOLVED that the District shall post this Resolution at every school site and distribute it to district staff, students, and parents and families using usual means of communication, and that the Resolution will be translated into all languages spoken by students and their parents and families at home; and

BE IT FURTHER RESOLVED that the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to review district policies and practices regarding bullying related to immigration status of students or families and report back to the Board at its next meeting and communicate the importance of maintaining a bullying-free environment for all students to staff, students, and parents and families; and

BE IT FURTHER RESOLVED that the Board affirms that certificated district employees have the academic freedom to discuss this Resolution during class time provided it is age-appropriate, and students are to be made aware that district counselors are available to discuss the subjects contained in this Resolution; and

BE IT FURTHER RESOLVED that afterschool providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

Sample Policy on Supporting Students, Regardless of Immigration Status (K-12)

School personnel must not allow any third-party access to a school site without permission of the site administrator. The site administrator shall not permit third-party access to the school site that would cause disruption to the learning environment.

The Board, in Resolution [NUMBER], based on its educational experience and as part of its deliberative process as our governing body, has found that access to a school site by immigration law enforcement agents substantially disrupts the learning environment and any such request for access should be referred to the Superintendent's Office immediately.

School personnel must contact the Superintendent's Office immediately if approached by immigration law enforcement agents. Personnel must also attempt to contact the parents or caregivers of any students involved.

The Superintendent's Office must process requests by immigration law enforcement agents to enter a school site or obtain student data as follows:

1. Request identification from the officers or agents and photocopy it;
2. Request a judicial warrant and photocopy it;
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the District;
3. Request and retain notes of the names of the students and the reasons for the request;
 - a. If school site personnel have not yet contacted the students' parents or caregivers, do so; and
 - b. Do not attempt to provide your own information or conjecture about the students, such as their schedule, for example, without legal counsel present;
4. Provide the agents with a copy of this Policy and Resolution [NUMBER];
5. Contact legal counsel for the District;
6. Request the agents' contact information; and
7. Advise the agents you are required to complete these steps prior to allowing them access to any school site or student data.

Sample Resolution on Access to Education, Student Privacy, and Immigration Enforcement (Higher Education)

WHEREAS, [COLLEGE OR UNIVERSITY] (hereinafter, “College”) welcomes, supports, and respects all students, whether Black, Brown, or White, Native or newcomer; holds student equality as one of its core values, essential to its educational mission; and is committed to and here reaffirms its policies of nondiscrimination and equal opportunity; and

WHEREAS, federal immigration law enforcement activities on or around college property, whether by surveillance, interview, demand for information, arrest, detention, or any other means, significantly interfere with the ability of all students, including U.S. citizen students and students who hold other legal grounds for presence in the United States, to pursue an education; and

WHEREAS, [EXCEPT IN ALABAMA, GEORGIA, AND SOUTH CAROLINA], federal, state, and college law and policy do not restrict access to public postsecondary institutions based on a student’s immigration status; and

WHEREAS, through its policies and practices, the College has made a commitment to a quality education for all students, which includes a safe campus and learning environment free from threat and harassment; and

WHEREAS, the [COLLEGE OR UNIVERSITY GOVERNING BOARD] (hereinafter, “Board”), the College’s academic community, and numerous postsecondary institutions around the country are concerned about the recent increase in anti-immigrant activity that has taken criminal, discriminatory, and/or intimidating form and harmed students and educators; and

WHEREAS, members of the college community have expressed to the College fear and confusion about the continued physical and emotional safety of all students and the ability to access education through the College and its programs; and

WHEREAS, education personnel are often the primary sources of support, resources, and information to assist students and student learning, which includes student emotional health; and

WHEREAS, primary jurisdiction over enforcement of federal immigration laws rests with the federal government and not with the [COLLEGE POLICE DEPARTMENT] (hereinafter, “CPD”) or any other state or local law enforcement agency; and

WHEREAS, CPD is devoted to providing professional policing services that strive to ensure a safe and secure environment in which members of the College’s diverse community can pursue the College’s research, education, and public service missions; and

WHEREAS, community trust and cooperation are essential to effective law enforcement on campus; the limited resources of CPD should not be diverted from this mission to enforcement of federal immigration laws;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the Board, the U.S. Immigration and Customs Enforcement Office (hereinafter, "ICE"), state or local law enforcement agencies acting on behalf of ICE, or agents or officers for any federal, state, or local agency attempting to enforce federal immigration laws are to follow the attached College Policy, which is incorporated in this Resolution, to ensure the College meets its commitment to provide student education in a safe and stable learning environment; and

BE IT FURTHER RESOLVED that the Board declares the College to be a Safe Zone for its students, meaning that the College is a place for students to learn and thrive free from threat or intrusion and seek assistance, information, and support related to any immigration law enforcement that interferes with their learning experience; the attached Policy is intended to protect the safety and security of our students, faculty, staff, and broader college community; and

BE IT FURTHER RESOLVED that given the likelihood of substantial disruption to the educational setting posed by the presence of ICE or state or local law enforcement agencies acting for ICE, any request by ICE or other immigration enforcement agents to visit campus should be presented to the Chancellor's Office for review as to whether access is permitted by law, a judicial warrant is required, or any other legal considerations apply; this review should be made expeditiously but before any immigration law enforcement agent or officer appears on campus; and

BE IT FURTHER RESOLVED that in its continued commitment to the protection of student privacy, the College shall review its record-keeping policies and practices to ensure that no data is being collected with respect to students' immigration status or place of birth unless required by law; and

BE IT FURTHER RESOLVED that should ICE or other immigration law enforcement agents request any student information, the request should be referred to the Chancellor's Office to ensure compliance with Family Education Rights and Privacy Act (FERPA), student constitutional privacy, standards for a judicial warrant, and any other limitation on disclosure; this review should be conducted expeditiously but before any production of information is made; and

BE IT FURTHER RESOLVED that CPD shall not contact, detain, question, or arrest an individual solely on the basis of suspected undocumented immigration status or to discover the immigration status of an individual, nor request information about immigration status from crime victims or witnesses; and

BE IT FURTHER RESOLVED that CPD shall not detain an individual in response to an immigration hold request from ICE or any other law enforcement agency enforcing federal immigration law; and

BE IT FURTHER RESOLVED that the College shall post this Resolution on its website and in usual on-campus posting locations and distribute it to college faculty, staff, students, and major vendors using usual means of communication; and

BE IT FURTHER RESOLVED that the Board directs the Chancellor to review college policies and practices regarding bullying and communicate the importance of maintaining a bullying-free environment for all students to faculty, staff, and students; and

BE IT FURTHER RESOLVED that the College shall make available to students materials, workshops, and legal referrals relating to immigration rights; and

BE IT FURTHER RESOLVED that the College shall implement a forum for ongoing feedback from students, faculty, and staff about campus climate and additional future actions to protect the safety and dignity of the college community as a Safe Zone; and

BE IT FURTHER RESOLVED that the Board affirms that faculty and teaching assistants have the academic freedom to discuss this Resolution during class time; and students are to be made aware that counselors are available to discuss the subjects contained in this Resolution; and

BE IT FURTHER RESOLVED that the Chancellor shall report back on compliance with this Resolution to the Board at its next meeting.

Sample Policy on Access to Education, Student Privacy, and Immigration Enforcement (Higher Education)

The Board, in Resolution [NUMBER], based on its educational experience and as part of its deliberative process as our governing body, has found that access to campus by immigration law enforcement agents substantially disrupts the learning environment and any such request for access should be referred to the Chancellor's Office immediately.

The Chancellor's Office must process requests by immigration law enforcement agents to enter campus or obtain student data as follows:

1. Request identification from the officers or agents and photocopy it;
2. Request a judicial warrant and photocopy it;
 - a. If no warrant is presented, request the grounds for access, make notes, and contact legal counsel for the College;
3. Request and retain notes of the names of any students identified by the agents and the reasons for the request;
 - a. Do not attempt to provide your own information or conjecture about the students, such as their schedule, for example, without legal counsel present;
4. Provide the agents with a copy of Resolution [NUMBER] and this Policy;
5. Contact legal counsel for the College;
6. Request the agents' contact information; and
7. Advise the agents you are required to complete these steps prior to allowing them access to campus or any student data.

Sample Policy for Association Access to New Hire Orientation

Purpose

To ensure that new employees learn about their rights, benefits, and obligations as per their employment contract.

Policy

Representatives from employee associations and/or collective bargaining agents will be provided access to all new employee orientations and be given a minimum of three hours, in-person and during work hours, to conduct Association business regarding newly hired staff, including advising all new employees of their employment status, rights, benefits, duties, responsibilities, and other employment-related matters as well as educate employees about the employee association's role in protecting the rights of employees.

The Association and the District will jointly create and plan the new hire orientations. The District will provide association representatives or collective bargaining agents at least 40 work days' notice in advance of scheduled new employee orientations to meet with the District to jointly create the new hire orientation program and adequately prepare to educate new employees during the Union's portion of the new hire orientation program.

New bargaining unit members shall be paid their hourly per-diem rate, based on their annual salary, for the duration of these required orientation/on-boarding meetings when orientations occur outside the contract year and/or day.

Any bargaining unit member(s) hired after the start of the school year shall be provided an in-person orientation meeting within 21 calendar days from the date of hire.

Sample Resolution for Community Schools Strategy for Thriving Public Schools

WHEREAS, a central goal of the [DISTRICT] (hereinafter, “District”) is to develop the holistic capacities of young people so that they emerge from their K-12 schooling creative, critical, and community-minded; and

WHEREAS, students should have access to an array of curricular and extracurricular learning opportunities that promote their full development; and

WHEREAS, students and families and/or caregivers should have access to an array of health and social supports that enable such development; and

WHEREAS, students should understand that they are valued members of communities and that they have a role to play in improving and contributing to their communities; and

WHEREAS, students can develop analytic skills and civic commitments by studying the strengths and challenges of their communities and developing evidence-based plans for community improvement; and

WHEREAS, students should develop the skills and commitments to negotiate differences through non-violent dialogue and build community across differences; and

WHEREAS, the holistic development of students must be a shared effort of educators, community partners, and parents, families, and caregivers; and

WHEREAS, educators can play a vital role in such work when they have time, support, and training to forge meaningful connections with students, parents, families, caregivers, and community partners; and

WHEREAS, there is a long history of community schooling (spanning well more than a century) that has promoted these very goals; and

WHEREAS, schools face a set of challenges today that make community schooling more important than ever; and

WHEREAS, economic and social inequality has powerful negative effects on the well-being of students; and

WHEREAS, these effects include unmet health, mental health, and social welfare needs; and

WHEREAS, these effects also include inadequate and unequal access to enriching curricula and afterschool experiences that support holistic development; and

WHEREAS, these effects are exacerbated by education reform strategies that focus narrowly on competition and hence erode the relationships and understanding that promote a sense of community; and

WHEREAS, the following six strategies have been identified as the hallmarks of a successfully implemented community school program:

1. Curricula that are engaging, culturally relevant, and challenging; schools offer a robust selection of classes and afterschool programs in the arts, languages, and ethnic studies to promote the holistic development of all students, including preparation for college, career, and civic participation; instructional strategies and support services make this curriculum accessible to all students, including emergent multilingual learners and students with disabilities; pedagogy is student-centered;
2. An emphasis on high-quality teaching that engages students and motivates learning, not on high-stakes testing; schools foster professional learning communities to build the capacity for such teaching; teachers learn from one another and use various forms of assessments to better understand and respond to students' needs; professional development programs link educators with parents, families, caregivers, and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships;
3. Wraparound supports and opportunities (such as health care, vision care, and social and emotional services) that support academics; these services are available before, during, and after school and are provided year-round to the full community; community partners are accountable and culturally relevant; the supports are aligned to the classroom using thorough and continuous data collection, analysis, and reflection; space for these services is allocated within the building or within walking distance;
4. Positive discipline practices, such as restorative justice and social and emotional learning supports, are stressed so that students can grow and contribute to the school community and beyond; school safety and positive school climate are achieved through these mechanisms; and suspensions and harsh punishments are eliminated or greatly reduced;
5. Authentic family and community engagement in which the full community actively participates in planning and decision-making at each school site; this process recognizes the link between the success of the school and the development of the community as a whole; and
6. Inclusive school leadership who are committed to making the community school strategy integral to the school's mandate and functioning; they ensure that the Community School Coordinator is a part of the leadership team and that a Community School Committee—which includes students, parents, families, caregivers, community partners, school staff, and other interest holders who are representatives of the school's various constituencies—has a voice in the planning and implementation of the strategy; and

WHEREAS, the District further defines a "community school" as a school that achieves success by implementing the above strategies through the following mechanisms:

1. An annual assets and needs assessment of and by both school and community;
2. A strategic plan that results in the creation of various priority teams dedicated to continuous improvement; these teams will define how educators, students, parents, families, caregivers, and community partners will use all available assets to address specific priorities and student needs to achieve better results;

3. The engagement of partners who bring assets and expertise to help implement the building blocks of community schools; and
4. A dedicated staff member at the community school site whose primary job is to facilitate the priority teams; the dedicated staff member, in consultation with the school-level leadership team, will assemble the relevant interest holders to advance goals identified in the assets and needs assessment process; the priority teams should utilize improvement science to support a continuous improvement process; and

WHEREAS, many school sites throughout the District have already incorporated some of these strategies and mechanisms in their approaches to teaching and community engagement; and

WHEREAS, the National Education Association has developed a set of NEA Community School Implementation Benchmarks and supports to operationalize the strategies and mechanisms listed above; the benchmarks are concrete activities, tasks, and action steps that community schools take in pursuit of a transformational community school strategy; and

WHEREAS, the community schools framework provides a systemic approach for incorporating and expanding upon existing board resolutions whose related goals include [GOALS]; and

WHEREAS, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board") recognizes the positive impact community school strategies can have on schools and communities; and

WHEREAS, the District endorses community schooling as an evidence-based strategy for school improvement and community development, which expands access to:

1. Enriching curricular and extracurricular experiences that support the holistic development of students;
2. School-based health, mental health, and social services that offer essential supports for students and their parents, families, and/or caregivers;
3. Community-centered curriculum that engages students in social inquiry and civic action;
4. Restorative justice programs that build a non-violent, respectful, and justice-enhancing community;
5. Professional development programs that link educators with parents, families, and/or caregivers and community partners and provide educators with the knowledge and skills necessary to support community-based curriculum and school-community partnerships; and
6. Inclusive and democratic leadership structures that engage family members and community partners alongside educators as vital members of community school teams;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], the Board will publish an implementation procedure by which a school site, having expressed the desire to become a community school, may proceed systematically through a community school transformation process; and

BE IT FURTHER RESOLVED that district administration will work with the local educator union and other partners to convene a Community Schools Steering Committee to provide a collaborative leadership structure at the district level to guide the community schools initiative. The Community Schools Steering Committee should include community schools experts as well as a representative diversity of interest holders who will help the Steering Committee operate with a variety of perspectives, including students, parents, family members, caregivers, educators, administrators/principals, key district staff, and community members/organizations; and

BE IT FURTHER RESOLVED that the Community Schools Steering Committee will develop a plan that includes a proposal for:

1. The optimal number of school sites for an initial cohort that shall undergo a community schools transformation;
2. The selection criteria for this initial cohort of community schools and an interest-holder-informed system of recognized future community schools;
3. A proposal to responsibly scale the number of community schools throughout the District;
4. An identification of a curriculum for supporting community schools best practice implementation;
5. A framework for initial and ongoing training and coaching for community schools staff; and
6. An assessment of the direct costs borne by the District and other partners for each community school; and

BE IT FURTHER RESOLVED that the administration shall present this plan to the Board within 90 days of the passage of this Resolution.

Sample Resolution on Supporting and Strengthening Students' Life Skills

WHEREAS, public schools in the [DISTRICT] (hereinafter, "District") are more than a place where students take tests—they are where our students experience childhood and a part of what ties our communities together and shapes our children's lives; and

WHEREAS, through its policies and practices, the District has made a commitment to a quality education for all students, which includes a safe and stable learning environment; and

WHEREAS, educators are often the primary source of support, resources, and information to assist and support students and student learning, which includes their social and emotional health; and

WHEREAS, our nation's future well-being relies on strengthening the cornerstone of our democracy—high-quality public schools that prepare students across race, place, background, and ability for higher education, career, and lifelong learning so that they have a future where they can thrive; and

WHEREAS, the proven solutions that prepare students for fulfilling lives include ensuring they acquire and apply life skills, such as the ability to manage emotions, set and achieve positive goals, feel and show empathy toward others, establish and maintain positive relationships, and make responsible decisions; and

WHEREAS, students with strong life skills are better able to cope with challenges, build resilience, develop protective behaviors and beliefs against mental health challenges, engage academically, and experience long-term social, professional, and academic benefits; and

WHEREAS, the involvement of parents, families, and caregivers helps to foster a strong sense of community and potential for our students' futures; and

WHEREAS, studies show that major employers are increasingly seeking empathy, adaptability, and other interpersonal skills in employees and leaders, making life skills curricula paramount to students' future success; and

WHEREAS, the inclusion of learning important life skills is most effective with universal, evidence-based instruction and composes the foundation of a tiered system of student supports; and

WHEREAS, existing color-coded barriers to housing, health care, and education limit opportunities for students to access the resources and supports they need, across race and place; and

WHEREAS, effective life skills instruction centers the cultural, academic, and life experiences of our students—whether Black, Brown, or White, Native or newcomer, LGBTQ+, or differently abled—through culturally appropriate and trauma-informed practices; and

WHEREAS, life skills can help students feel safe and supported at school, bolstering their connection to the school community and their readiness to learn and thrive;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), that life skills learning and supports are a priority in students' education; that the District recognizes the importance of having learning experiences tied to life skills competencies, including self-awareness, self-management, responsible decision-making, relationship skills, and social awareness; and

BE IT FURTHER RESOLVED that the District strives to provide each student with culturally responsive, trauma-informed learning experiences that build these skills and recognizes the value in life skills in reaching learning goals and enhancing education outcomes; and

BE IT FURTHER RESOLVED that every student in district schools has access to evidence-based life skills learning instruction and supports with intentional skill-building and integration throughout core academic subjects; and

BE IT FURTHER RESOLVED that the District asserts when the school community joins together across race and place with parents, families, and caregivers to ensure schools treat all children equitably and with compassion, nurture a love of learning, and can better meet students' needs with the proven approaches that help students grow; and

BE IT FURTHER RESOLVED that the District shall ensure school is a place where every student can thrive by allocating appropriate funds to ensure educators, including specialized instructional support professionals (SISP) and school support staff, receive adequate training on core life skills learning practices; and

BE IT FURTHER RESOLVED that all schools and the District establish a process that provides for tiered levels of support for students that builds upon a foundation of core life skills.

Sample Resolution on Meaningful Consultation with District Employees

WHEREAS, our nation’s future well-being relies on high-quality neighborhood public schools that prepare all students for college, career, civic engagement, and lifelong learning to ensure futures where they can thrive; and

WHEREAS, the future of students in the [DISTRICT] (hereinafter, “District”) depends on what we do together as a collaborative community; and

WHEREAS, our nation’s schools and districts have been making too many critical decisions without benefit of the voices and expertise of the educators who know students best in our schools; and

WHEREAS, our nation’s schools and districts have been spending growing amounts of time, money, and energy on high-stakes standardized testing in which student performance on standardized tests is used to make major decisions affecting individual students, educators, and schools; and

WHEREAS, the overreliance on high-stakes and standardized testing in state accountability systems is undermining educational quality and opportunity in U.S. public schools by hampering educators’ efforts to focus on creativity, problem-solving, collaboration, communication, critical thinking, and deep subject-matter knowledge that will allow students to thrive in a democracy and an increasingly global society and economy; and

WHEREAS, a child’s chances for success should not depend on living in the right ZIP code; and

WHEREAS, the President of the United States, with support from educators across the nation, signed the Every Student Succeeds Act of 2015 to ensure each student receives a fair, equitable, and high-quality education;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”), supports the collaborative development and implementation of a plan through meaningful consultation with the [LOCAL AFFILIATE], educators, parents, students, and community members to ensure the opportunities for a well-rounded education presented by the Every Student Succeeds Act are realized by including all interest holders in decision-making; and

BE IT FURTHER RESOLVED that the Board calls on the governor, state legislature, state education boards, and state administrators to re-examine public school accountability and finance systems in [STATE] to ensure that multiple forms of evidence are used to create a full and complete picture of student learning opportunities and school quality, and that such evidence is used to collaboratively design and deliver a system of resources and supports where they are needed most to fulfill the promise of public education for each and every student.

Sample Policy on Meaningful Consultation with District Employees

To the extent practicable, the employees of the [DISTRICT] (hereinafter "District") shall have the opportunity to participate or have input into decision-making on budget decisions, specifically as it pertains to the allocation and use of funds. All district employees shall be provided sufficient time to provide input and their schedules shall be factored in to accommodate and ensure they have the opportunity to participate.

District employees are an essential interest holders and shall be engaged to ensure that any decisions regarding budget allocations or policies reflect the views of the employees uniquely positioned to articulate the academic and developmental needs of students.

Consultation with district employees shall be meaningful and it shall be inclusive, clear, effective, and ongoing in order to meet the shared responsibility of ensuring every student is supported in and prepared for their next journey, be it grade, level, career, college, civic responsibility, or leadership. Engagement shall be deemed meaningful if district employees are made aware of opportunities to participate in consultations, have information needed to contribute, believe their input will be used to shape board and district decisions, and are informed about how their input affected final decisions.

Sample Policy on Rights of Students

Bullying, Harassment, Discrimination, and Retaliation Based on Race, Color, National Origin, and Religion Prohibited

All students in the [DISTRICT] (hereinafter, “District”) are entitled to be treated equally without discrimination based on race, color, national origin, or religion. The District will not tolerate bullying, harassment, discrimination, or retaliation of students based on race, color, national origin, or religion. To ensure any such conduct is promptly stopped and appropriate remedial action is taken, the District adopts this Policy for handling and resolving any complaints of such bullying, harassment, discrimination, or retaliation.

Scope

This Policy applies to the entire school community, including educators, school and district staff, students, parents, and volunteers. This Policy covers conduct that takes place in the school, on school property, at school-sponsored functions and activities, on school buses or vehicles, and at bus stops. This Policy also applies to electronic technology and electronic communication that occurs in school, on school property, at school-sponsored functions and activities, on school buses or vehicles, at bus stops, and on school computers, networks, forums, and mailing lists as well as electronic communication that occurs off school property that foreseeably will reach the school campus and cause a substantial disruption at school.

Definitions

Bullying means written, verbal or physical conduct, or electronic communication that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities by placing the student (or students) in reasonable fear of physical harm. Such instances may consist of comments and conduct directed at a student either directly or indirectly, whether through electronic communications, in-person comments, or otherwise.

Harassment means written, verbal or physical conduct, or electronic communication that adversely affects the ability of one or more students to participate in or benefit from the school’s educational programs or activities because the conduct is so severe, persistent, or pervasive. Such instances may consist of comments and conduct directed at a student either directly or indirectly, whether through electronic communications, in-person comments, or otherwise.

Discrimination means negative behavior or actions against an individual or group of people on the basis of their social identity.

National origin bullying, harassment, discrimination, and retaliation involves treating someone unfavorably because they are from a particular country or part of the world, because of their ethnicity or accent, or because they are perceived to be from a certain ethnic background (even if they are not).

Race bullying, harassment, discrimination, and retaliation involves treating someone unfavorably because they are of a certain race (or are perceived to be of a certain race) or because they have personal characteristics associated with that race (such as hair texture, skin color, or certain facial features).

Color bullying, harassment, discrimination, and retaliation involves treating someone unfavorably because of their skin color or complexion.

Religious bullying, harassment, discrimination, and retaliation involves treating someone unfavorably because of their perceived or actual religious beliefs, practices, customs, or heritage or because of stereotypes about such religions regardless of whether the religions are the traditional, organized religions (such as Buddhism, Christianity, Hinduism, Islam, and Judaism) or another religion.

Religious Expression

Any school uniform policy or practice will accommodate students whose religious beliefs are burdened by a uniform requirement. Students may display religious messages on clothing to the same extent they are permitted to display comparable secular messages. Students shall have the right to wear clothes that are expressive of their religious traditions, customs, and beliefs, including, but not limited to, yarmulkes, hijabs, headscarves, and other religiously influenced head or body coverings.

Student Speech

Students shall have the right to exercise freedom of speech and of the press at school; however, the right to exercise freedom of speech does not justify bullying, harassing, discriminating, or retaliatory actions or speech that deprive or diminish other students' right to an equal education.

Staff Advocacy for Students' Rights

All staff shall have the right to inform students of their legal and constitutional rights to be free from bullying, harassment, discrimination, and retaliation in school as well as their rights under this Policy. Staff shall have discretion as to how to convey those messages. Classroom posters, signs, and other classroom postings making clear that the classroom is a welcome place for all students shall be encouraged and not prohibited.

Investigation, Remedy, and Prevention Procedure

The District encourages anyone—students, parents and families, volunteers, educators, or staff members—who witnesses bullying, harassment, discrimination, or retaliation based on a student's actual or perceived race, color, national origin, or religion to report the conduct to school staff. All school staff are required to promptly share any such reports to the school district administrator, whom each school district has designated to accept and process such complaints.

Complaints may be made orally or in writing. Complaints should not be dismissed for any technical reason. If additional information is needed, the designated administrator must take reasonable measures to obtain the necessary information. Anonymous reports of bullying, harassment, discrimination, and/or retaliation shall be accepted and investigated in the same way as other reports.

Upon receiving a complaint for bullying, harassment, discrimination, and/or retaliation, the designated administrator shall:

1. Take immediate steps to protect any involved students, educators, and/or staff;

2. Promptly and thoroughly investigate the alleged bullying, harassment, discrimination, and/or retaliation;
3. Determine if alleged bullying, harassment, discrimination, and/or retaliation occurred;
4. If the administrator determines that the bullying, harassment, discrimination, and/or retaliation occurred, take immediate action to prevent any further instances and future occurrences;
 - a. Such actions should include, depending on the circumstances, counseling or discipline of the student committing the bullying, harassing, discriminating, and/or retaliatory behavior; counseling shall be favored over discipline; and
 - b. Actions addressing any systemic issues needed to prevent recurrence of the bullying, harassment, discrimination, and/or retaliation; a school that experienced more than one act of bullying, harassing, discriminating, and/or retaliatory behavior against students of a particular race, color, national origin, or religion, whether actual or perceived, the remedy shall include systemic responses, such as curricula changes, professional development for staff, and/or Know Your Rights trainings for students and their parents and families;
5. The administrator shall also promptly provide a written report to district administration and all involved students, parents and families, and educators regarding the complaint, investigation, and any measures taken to remedy the bullying, harassing, discriminating, and/or retaliatory behavior and prevent future occurrences; such a report shall preserve in confidence the names of the individuals involved to the greatest extent possible; and
6. The administrator shall maintain written or electronic records of each complaint and its investigation and resolution including the final report and the implementation of any and all remedial actions taken.

A complainant or victim of bullying, harassment, discrimination, or retaliation (or parent or caregivers) has the right to appeal the designated school administrator's handling of the complaint to the Superintendent of the District.

Should that occur, the Superintendent (or independent designee) shall conduct an independent review to determine whether the designated administrator: (1) correctly analyzed the complaint; (2) conducted a sufficient investigation of the incident; (3) made a proper determination about whether bullying, harassment, discrimination, or retaliation occurred; and (4) took adequate action to remedy past bullying, harassment, discrimination, or retaliation and prevent future occurrences.

Retaliation Prohibited

The District prohibits retaliation against any individual who reports bullying, harassment, or discrimination of any student on the basis of race, color, national origin, or religion or who participates in an investigation of such a report. Retaliation is any attempt to seek retribution against an individual or group of individuals involved in filing a complaint or report under this Policy, filing an external complaint, participating in a disciplinary process, or opposing in a reasonable manner an action believed to constitute a violation of this Policy. Examples

of retaliation include termination, demotion, refusal to promote, denial of equal educational opportunities, or any other adverse employment or school action that would discourage a reasonable person from opposing perceived bullying, discrimination, and/or harassment.

There will be no retaliation by the District against anyone who makes a good faith complaint about bullying, harassment, or discrimination or who in good faith reports or provides information in the course of the investigation of such complaints. A complaint that such retaliation has occurred will be investigated and resolved in the same manner as other complaints under this Policy. If the investigation determines that retaliation has occurred, appropriate corrective action will be taken.

Enrollment

The school's enrollment practices may not treat immigrant students or families less favorably than any other students or families. No school may require that students or their parents or families show a particular proof of residency, such as a driver's license or state-issued identification, to enroll. Driver's license or state-issued identifications can be allowed, but cannot be required; however, schools may require proof of residency in the form of other documentation including utility bills, such as phone, water, or gas bills; lease agreements or mortgage documents; and affidavits from a parent, caregiver, or other relative.

Students experiencing homelessness, including undocumented students experiencing homelessness, are exempt from any documentation requirements in order to establish residency. A child experiencing homelessness shall never be required to show any documentation relating to proof of residency in order to enroll in public school.

District personnel shall not inquire about or record a student's or a family member's immigration status and, pursuant to the Family Education Rights and Privacy Act (FERPA), shall not disclose, without parental consent, the immigration status of any student or other personally identifiable information.

Schools may request documentation to establish that a student falls within the District's minimum and maximum age requirements. No school may prevent or discourage students from enrolling or attending school because the student lacks a birth certificate or has records indicating a foreign place of birth, such as a foreign birth certificate. Schools may require proof of age in the form of documentation such as a religious, hospital, or physician's certificate showing date of birth; an entry in a family record; an adoption record; an affidavit from a parent, caregiver, or other relative; a birth certificate; or previously verified school records. Schools should not use a student's birth certificate or other documentation as a basis for inquiring into the immigration status of the student or of the student's family members.

Equal Access to Educational Programs for Immigrant Students and Families

District personnel shall treat all students, regardless of immigration status, equitably in the receipt of all school services, including, but not limited to, the free and reduced lunch program, transportation, and educational instruction.

The District will:

1. Offer counseling that adequately acknowledges the impact of immigration status on students and their family members;

2. Offer Know Your Rights presentations to students and their parents and families in their preferred language; and
3. Ensure that students are aware of opportunities to gain access to college, in-state tuition, financial aid, scholarships, internships, and career opportunities, regardless of their status.

To establish a support system for immigrant students, the District shall establish on-campus resource centers for immigrant students and their parents and families and shall establish at least one immigrant liaison with expertise in immigrant and undocumented populations.

Distribution and Implementation of the Policy

This Policy shall be distributed to students and staff annually and be made part of student codes of conduct, student handbooks, and school and district websites.

Staff Anti-Harassment Training and Professional Development

All staff are to be trained on this Policy. Such training shall include: (1) how to report bullying, harassment, discrimination, or retaliation; and (2) how to respond to incidents of bullying, harassment, discrimination, or retaliation that staff witness.

Those who lead or co-lead the training to prevent bullying, harassment, discrimination, and retaliation as well as the school district administrator of this Policy should themselves receive specific and appropriate training in issues related to race, color, national origin, religion, and cultural awareness and competency.

Staff shall also be provided professional development programs that provide them with, among other things: (1) developmentally and age-appropriate strategies to prevent bullying, harassment, discrimination, and retaliation; (2) developmentally and age-appropriate strategies for immediate, effective interventions to stop bullying, harassment, discrimination, and retaliation; (3) training on the complex interaction and power differential between offenders, victims, and witnesses to bullying, harassment, discrimination, or retaliation; (4) research on the causes and effects of bullying, harassment, discrimination, and retaliation, including information about specific categories of students who are particularly at risk for bullying, harassment, discrimination, and retaliation; and (5) training on identifying cyberbullying and other internet safety issues.

Staff shall also receive necessary support to successfully teach students who come from cultures other than their own. Staff are entitled to district-sponsored and district-funded training aimed at developing personal and interpersonal awareness and sensitivities, understanding of certain bodies of cultural knowledge, and mastery of a set of skills that, taken together, underlie effective cross-cultural teaching.

Student Anti-Harassment and Bullying Curriculum

As part of each school's regular curriculum, at least annually, schools shall provide education for all students (using age-appropriate materials) regarding tolerance, diversity, and respect for others. This shall include grade and age-appropriate education about the prohibition of bullying, harassment, discrimination, and retaliation on the basis of race, color, national origin, and religion and the District's policies with respect to such behavior. The curriculum will also include instruction on how to prevent bullying, harassment, discrimination, and retaliation; on how to make complaints; and on what will occur should students engage in such behaviors.

Anti-Harassment Trainings

All anti-harassment trainings shall include, at a minimum, the following:

1. Instruction on the type of conduct that constitutes bullying, harassment, discrimination, and retaliation based on race, color, national origin, or religion and a discussion about the negative impact that such behaviors have on students, employees, and the educational environment, including the long-term impact on the students who are bullied, harassed, discriminated against, or retaliated against and on the offending students themselves;
2. Discussion of the importance of, sensitivity to, and respect for the diversity of the student body;
3. A facilitated discussion of the root causes of specific forms of bullying, harassment, discrimination, and retaliation that bear emphasis in the particular school;
 - a. For example, if bullying, harassment, discrimination, or retaliation based on religion or national origin against Muslim students persists in a particular school, then education should focus on Muslim history and contributions as well as education about bullying, harassment, discrimination, and retaliation based on religion or national origin in particular and the harms resulting from such conduct, including, but not limited to, issues related to backlashes that occur after terrorist events and the perpetuation of negative stereotypes impacting the Sikh, Muslim, Arab-American, and South Asian communities;
 - b. For example, if bullying, harassment, discrimination, or retaliation based on religion or national origin against immigrant students or those perceived as immigrants persists in a particular school, then education about the history and contributions of immigrants should be had as well as a discussion about bullying, harassment, discrimination, and retaliation against immigrants in particular and the harms resulting from such conduct, including, but not limited to, the perpetuation of negative stereotypes impacting immigrant communities;
4. Identification of designated staff at each school who are available to answer questions or address concerns regarding the harassment policies and procedures or other issues related to bullying, harassment, discrimination, and retaliation;
5. Instruction that when bullying, harassment, discrimination, and retaliation based on race, color, national origin, or religion occurs, staff should inform students who bully, harass, discriminate against, or retaliate against others that the District accepts and respects the dignity of all students and that such comments or actions are inappropriate, harmful, and disruptive and will not be tolerated at school.

Sample Resolution on Charter Schools

WHEREAS, it is the right of every child to access a free, high-quality public K-12 education; and

WHEREAS, the [DISTRICT] (hereinafter, "District") has a responsibility to ensure that all students—whether Black, Brown, or White, Native or newcomer, LGBTQ+, or differently abled—who reside within its boundaries can access a free, high-quality public, non-sectarian K-12 education; and

WHEREAS, through its policies and practices, the District has made a commitment to a quality non-sectarian public education for all students; and

WHEREAS, charter schools that are not subject to basic standards and safeguards that govern traditional public schools have a substantial track record of inflicting significant harms on students, educators, and their communities—creating instability in students' education when schools fail and must be closed, exacerbating racial and ethnic segregation, and draining public funds through a variety of profiteering schemes; and

WHEREAS, virtual or online charter schools have a track record that shows they cannot provide students with a well-rounded, complete educational experience, including optimal kinesthetic, physical, social, and emotional development; and

WHEREAS, the opening of charters too often prompts cutbacks or closures in local public schools without improving the quality of education for all students; and

WHEREAS, the District is empowered to authorize and oversee charter schools and authorize and oversee the operation of all public schools in the District to ensure that all students' needs are met;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the District will, to the maximum extent permitted under state law, authorize and reauthorize charter schools only to the extent that they meet the following substantive standards that apply to all public schools:

1. The charter school is necessary to meet the needs of students in the District and will meet those needs in a manner that will improve the overall public school system and not harm other students or schools in the District;
2. The charter school will provide a free, accessible, non-sectarian, non-discriminatory, and high-quality education to students;
3. The charter school will provide the same public access to its meetings and records as any public school in the District;
4. The charter school is neither run, nor managed, by a for-profit or sectarian entity, including a for-profit education management organization, and complies with the same fiscal transparency, prohibitions against conflicts of interest, and auditing requirements as any public school in the District;

5. The charter school complies with the same civil rights—including federal and state laws and protections for students with disabilities—employment, health, labor, safety, staff qualification, and certification requirements as other public schools; and
6. The charter school otherwise complies with education quality requirements equivalent to those applicable to other district schools, is subject to effective oversight and review by the Board, and operates in all material respects as part of the public school system; and

BE IT FURTHER RESOLVED that where a charter school wishing to operate within the District applies for authorization or reauthorization with an authorizer other than the District, the District will not authorize or reauthorize charter schools that do not meet these substantive standards and that are not fully accountable to the District with respect to academic performance and fiscal oversight; and

BE IT FURTHER RESOLVED that to ensure these substantive standards are met, charter schools will be authorized and reauthorized only where the District has completed an assessment—which shall be independent, developed with community input, and written and publicly available—of the impact of the proposed school on public school resources, programs, and services, including the District’s operating and capital expenses; appropriate facility availability; racial, ethnic, and socio-economic composition of district schools and education equity for all students, including emergent multilingual learners and students with disabilities, in the District; the likelihood that the charter school will prompt cutbacks or closures in local public schools; and consideration of whether other improvements (such as community schools or class size reduction) would better serve the needs of students and the community; and

BE IT FURTHER RESOLVED that to ensure these substantive standards are met, the District will periodically review and audit any charter school authorized by the District to ensure that the substantive standards set forth above are met; charter schools must agree to such reviews and audits as a condition of being authorized by the District; and

BE IT FURTHER RESOLVED that charter schools authorized by the District must include a provision in their charter contract agreeing that their employees, if not otherwise covered by an existing collective bargaining agreement, will be protected by a collective bargaining agreement upon the employees’ request; and

BE IT FURTHER RESOLVED that the District will not authorize virtual or online charter schools.

Sample Policy on Charter Schools

The Board, in Resolution [NUMBER], based on its educational experience and as part of its deliberative process as the governing body, has found that when charter schools are not subject to basic standards and safeguards that govern traditional public schools, they can inflict significant harm on students, schools, and communities. Accordingly, the District will authorize charter schools only to the extent that they meet substantive standards that govern public schools and are fully accountable to the District.

The District will only consider applications from charter schools that meet the following requirements:

1. Explain why authorization of the school is necessary to meet the needs of students in the District and how the school meets those needs in a manner that improves the District for all students, including students in public schools;
2. Provide proof that the school is organized and operated as a nonprofit entity under the laws of this State;
3. Provide a detailed explanation of how the school's employees will be covered by collective bargaining agreements;
4. Provide assurances that the prospective school will not contract another entity to manage the school or its operations;
5. Contain a detailed plan for sustaining financial solvency and independence from the district school;
6. Explain in detail how it will provide a free, accessible, non-sectarian, quality education that meets the same standards applicable to other public schools;
7. Explain in detail the safeguards and policies the school will have in place to ensure that it complies with the same requirements of open meetings and public records laws that govern public schools; prohibitions against for-profit operation or profiteering; and conflict of interest, financial disclosure, and auditing requirements that are applicable to all public schools in the District;
8. Explain in detail the safeguards and policies the school will have in place to comply with all other federal and state civil rights, employment, health, labor, safety, and staff qualification and certification laws that apply to public schools;
9. Explain in detail how the school plans to ensure—including through its admission, retention, disciplinary, and other policies—that it does not have an adverse impact on the racial, ethnic, and socio-economic composition of schools and neighborhoods or on equitable access to quality services for all district students, including students with disabilities and emergent multilingual learners; and
10. Explain in detail how the school will comply with education quality requirements equivalent to those applicable to other district public schools, be subject to effective oversight and review by the Board, and operate in all material respects as part of the public schools of the District.

This Policy applies to all new charter petitions and all charter schools seeking to be reauthorized as of or after the [20##-20##] school year.

Sample Resolution on Opposing Private School Vouchers

WHEREAS, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”) is responsible for providing a high-quality local system of public education; and

WHEREAS, public schools enroll and provide a free and appropriate education for all students, including students with disabilities, and, as such, require sufficient state funding to provide a safe, welcoming, and supportive learning environment that is fully staffed with qualified and dedicated educators and the resources for every student to thrive and reach their full potential; and

WHEREAS, the [STATE] General Assembly in the [YEAR] legislative session may consider legislation that would create or expand a voucher program allowing students to use public education funds to pay for or otherwise support private and religious school tuition and fees; and

WHEREAS, voucher programs divert funding away from traditional public schools, where 90 percent of students attend, and subsidize private and religious education for students who are often already enrolled in private, religious, or home schools and never attended public schools; and

WHEREAS, more than 50 years have passed since private school vouchers were first proposed, and, during that time, proponents have spent millions of dollars backed by wealthy donors attempting to convince the public and lawmakers of the concept’s efficacy, and yet, vouchers still remain controversial, detrimental to students’ social and academic outcomes, and unpopular in the communities in which they exist as voters have soundly rejected vouchers every time they have appeared on state ballot measures; and

WHEREAS, [ARTICLE AND SECTION] of the Constitution of the [STATE OR COMMONWEALTH] of [STATE] requires that the [STATE] General Assembly [EXACT LANGUAGE FROM STATE CONSTITUTION THAT UPHOLDS PUBLIC EDUCATION, SUCH AS “PROVIDE FOR THE MAINTENANCE, SUPPORT, AND ELIGIBILITY STANDARDS OF A SYSTEM OF FREE PUBLIC SCHOOLS”], with no mention of the maintenance or support of private schools; and

WHEREAS, the [STATE OR COMMONWEALTH] of [STATE]—through work of the [STATE] General Assembly, the [STATE DEPARTMENT OF EDUCATION], the [STATE BOARD OF EDUCATION OR EQUIVALENT, IF APPLICABLE], and local school boards—have established nationally recognized standards and measures for accountability in public education; and

WHEREAS, voucher programs lack transparency and avoid public accountability by diverting public dollars to private and religious schools that conceal their operational and financial records, withhold student and staff data, fail to adopt state-approved academic standards or adhere to public reporting of student academic outcomes, are not required to conduct background checks on educators, and disregard student rights and protections established in federal and state laws, including special education [ADD TO, SUBSTITUTE, OR REMOVE FROM THIS LIST, AS APPROPRIATE]; and

WHEREAS, vouchers have not been effective in improving student outcomes or closing the achievement and opportunity gaps, with the most credible research documenting some of the worst policy-induced achievement declines in the history of education research; and

WHEREAS, vouchers often increase racial and socioeconomic segregation, leaving public schools with fewer resources and higher concentrations of students with the greatest needs; and

WHEREAS, vouchers perpetuate a myth of “choice,” when, in fact, the private school alone decides if they want to accept vouchers, how many vouchers are granted, which students are enrolled, and what (if any) accommodations they will provide students, and the private school reserves the discretion to counsel out or expel students at will; and

WHEREAS, [STATE] families who accept a voucher would forfeit important student and parental rights outlined in the [STATE] education code and federal law, especially protections for students receiving special education services; and

WHEREAS, voucher programs have been shown to be vulnerable to financial fraud, waste, and abuse, with little to no administrative or legislative oversight; and

WHEREAS, the diversion of funding away from public schools due to vouchers is especially harmful to public schools in rural communities already experiencing strained budgets; and

[OPTIONAL, IF DATA IS AVAILABLE] **WHEREAS**, in the first year of taxpayer-funded private school vouchers, [STATE] public schools would lose [DOLLAR AMOUNT] in state funding and [LOCALE] would lose [DOLLAR AMOUNT] in state funding, with [DOLLAR AMOUNT OR RANGE] lost in future years; and

WHEREAS, overwhelming evidence suggests that, instead of funding private school vouchers, simply investing directly in public schools creates larger and more widespread benefits, such as [HIGH PRIORITY, EVIDENCE-BACKED EXAMPLES, SUCH AS EXPANDING ACCESS TO PRE-KINDERGARTEN AND QUALITY CHILD CARE, INCREASING EDUCATOR SALARIES TO IMPROVE RECRUITMENT AND RETENTION AND ADDRESS TEACHER AND STAFF SHORTAGES, REDUCING CLASS SIZES FOR MORE ONE-ON-ONE ATTENTION, PROVIDING NECESSARY SCHOOL SUPPLIES, ENHANCING EDUCATIONAL FACILITIES, AND ENSURING EQUITABLE OPPORTUNITIES FOR STUDENTS WITH DISABILITIES];

NOW, THEREFORE, BE IT RESOLVED that the Board opposes any legislation or other statewide measures to create or expand a program providing vouchers, tuition tax credits, tax credit scholarships, education savings accounts, and/or other similar schemes in [STATE] that would divert money intended for public education to private and religious schools or organizations; and

[ALTERNATIVE LANGUAGE, IF APPLICABLE] **NOW, THEREFORE, BE IT RESOLVED** that the Board hereby urges the [STATE] General Assembly to prioritize public schools by placing a moratorium on taxpayer-funded private school vouchers until public schools are fully funded, ensuring taxpayer resources are invested in accountable and regulated public education institutions; and

BE IT FUTHER RESOLVED that the Board rejects all notions of “school choice” and privatization efforts that would adversely impact public schools, which are already underfunded, and, instead, focus on measures that would strengthen existing neighborhood schools, ensuring that all students receive an inclusive, equitable, and high-quality educational experience.

IMPORTANT NOTE: Please customize this sample school board resolution to fit the circumstances in your state based on whether your state has a voucher program and which type(s). Always use “voucher” to describe the type that may exist in your state, such as “tax credit voucher” or “ESA voucher.” Refrain from using the names ascribed by voucher proponents, which intentionally omit “voucher.” A bipartisan majority of Americans are familiar with and understand what a voucher is when described as such and oppose the adoption or expansion of vouchers in their state.

Sample Resolution on Health and Safety Committees

WHEREAS, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”) recognizes that every educator and student deserves healthy, safe, and equitable working and learning conditions free of known hazards; and

WHEREAS, students and educators are potentially exposed to safety and health hazards every day, such as infectious diseases, indoor air pollution, workplace violence, extreme temperatures, and gun violence; and

WHEREAS, occupational safety and health hazards kill more than 5,000 workers each year; and

WHEREAS, health and safety hazards disrupt students’ schooling, undermine learning outcomes, and increase health care costs; and

WHEREAS, a health and safety committee can improve working and learning conditions by providing a collaborative labor-management to identify and solve health and safety concerns before they become serious; and

WHEREAS, a workplace health and safety committee can involve educators in implementing and improving working and learning conditions, heighten awareness of health and safety issues among educators and students, and develop strategies to make the school environment safer and healthier;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the Board, the District supports the creation of new labor-management health and safety committees and the invigoration of existing health and safety committees; and

BE IT FURTHER RESOLVED that the Board supports the labor-management health and safety committee’s role in the review of existing and development of new resources to promote a healthy and safe environment for students, educators, and the communities we serve, and that includes the following key activities:

1. Identify unsafe work practices and conditions and suggest appropriate mitigation measures, including provision of services and supports to address root causes of safety concerns;
2. Conduct building walkthroughs of both operations and facilities to identify safety and health hazards and recommend mitigation measures;
3. Obtain and analyze available data on past injuries, near misses, and illnesses; identify trends; and suggest mitigation measures;
4. Ensure compliance with the relevant state and local agency health and safety regulations and workers’ compensation benefit requirements; and
5. Brainstorm suggestions and recommendations to address health and safety concerns, including employee training to prevent health and safety incidents and a comprehensive program of accommodations and medical and psychological services for those who have experienced health and safety issues.

Sample Policy on Health Care and Social Services

In support of community-supported schools and thriving students, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board") recognizes that social, emotional, and physical health are fundamental to students being college-, career-, and community-ready.

Providing access to health care and social services ensures that students are healthy and ready to learn and is an important element of a comprehensive approach to preventing disease and disability in children and youth.

School-based services (SBS) play an essential role in the health of children and adolescents. The school setting offers a unique opportunity to meet children where they are. Children generally spend more than 30 hours a week in school during most of the year.¹ Schools, early childhood settings, and local educational agencies (LEAs) are vital to help support children and their families because they can provide access to important health services right where students spend their days. Benefits of school-based services include the following:

1. **Access to a broad range of health care services.** Schools can act as a point of access for preventive services (e.g., immunizations, screenings), behavioral health services (e.g., mental health and substance use disorder (SUD) services), physical and occupational therapy, and disease management for chronic diseases (e.g., obesity, asthma).
2. **Improved access through reduced travel barriers.** By receiving services in school, students do not have to miss a day to attend a doctor's appointment. It also relieves the burden on families who have to manage work schedules and coordinate transportation to a health care facility. This is particularly important as the country faces provider shortages, especially in rural areas.
3. **Reduced stigma.** Increasing the capacity of schools to promote behavioral or mental health services for all students helps create an environment where seeking assistance becomes ordinary and customary, which, in turn, drives down the cultural and community stigma and promotes family help-seeking.
4. **Increase overall health for the entire student body.** Schools and early childhood settings can also serve as a catalyst for children, including students in under-resourced communities, to access primary and preventive services, promoting health and education equity.
5. **Positive effects in many aspects of the student's life.** Offering services in school can produce countless positive effects downstream, including increased school attendance, fewer emergency room visits, and reduced health insurance churn for children and their families.
6. **Assistance in navigating the health care labyrinth.** The services that can be offered by schools can help youth obtain personal or family Medicaid and CHIP coverage, access health care services, and connect with community-based organizations and supports. The [DISTRICT] (hereinafter, "District") represents a diverse population with a wide range of health needs. The District is committed to an equitable distribution of health and wellness services and resources across the District, with data-driven program development and quality improvement.

To ensure the health and safety of our students, community partners that want to provide health services at public school sites—such as screenings, vision or dental services, vaccinations, physical exams, and others—must be coordinated through the Health and Wellness Unit of the Family, School, and Community Partnerships Department. This includes one-time as well as ongoing delivery of services to students.

School Nurses

The District will provide comprehensive, equitable, and holistic nursing services by credentialed school nurses to all students in PreK–12 (and until age 21 for some students with disabilities). Services include case management of students with chronic health conditions, state-mandated screenings and audits, screenings for behavioral challenges and disabilities, health education, and health-related trainings.

School-Based Health Centers (SBHCs) and Telehealth

Through a partnership between the District, [COUNTY] (hereinafter, “County”), and community-based organizations, SBHCs provide access to important medical, mental health, and health education services for students and community members regardless of insurance status or ability to pay and are committed to reducing the unmet need for health care services among district students and their parents and families.

Telehealth services also can be used to supplement and expand current medical benefits. Improvements in technology have made telehealth an effective, convenient way to provide health care, especially for mental health services. In several states, providers, like child psychiatrists, have reduced wait times significantly using telehealth services. Students and their families do not have to miss school or work to travel to their mental health appointments. Many mental health providers use telehealth, useful for those with limited time. As such, efforts should also address telehealth coverage as it relates to mental health services.

While SBHCs and telehealth may expand access, they should not be used to undermine needed or existing in-person services or count against required staff ratios. To the contrary, these tools must supplement, not supplant, in-person services.

Behavioral Health

Because good mental health is critical to a student’s ability to learn, the District shall collaborate with local and state health, mental health, and social service providers to offer integrated mental health services in district schools, including crisis response, and provide equitable access to mental health and other health care services to all students within the District.

Referrals, Coordination, and AOST

The District acknowledges that while our schools play a critical role in helping children access health care services, it is essential to achieve this in collaboration with local agencies and community-based organizations. An Alignment of Services Team (AOST) is a site-based multidisciplinary team composed of service providers, school administration, and school staff and is designed to enable the coordination and alignment of services to meet the needs of an individual student and their family. All schools shall implement district-wide protocols for AOST that ensure timely and equitable treatment for all referred students.

Health Coverage and Social Services Enrollment

Through a partnership with the County and other community-based agencies, the District will continue to conduct central and site-based enrollment into free and low-cost health insurance and other social services programs.

The Superintendent of Schools or designee shall be responsible for the oversight, implementation, and evaluation of this Policy. A council of key interest holders, including educators and community partners, shall serve as an advisory group to oversee implementation of the Policy.

¹ [us.pagefreezer.com/en-US/wa/browse/0a7f82bb-be6e-448a-ae11-373d22c37842?find-by-timestamp=2024-01-02T03:56:59Z&url=https://www.hhs.gov/about/news/2023/05/18/biden-harris-administration-takes-action-help-schools-deliver-critical-health-care-services-millions-students.html×tamp=2024-01-02T03:43:14Z](https://www.uspagefreezer.com/en-US/wa/browse/0a7f82bb-be6e-448a-ae11-373d22c37842?find-by-timestamp=2024-01-02T03:56:59Z&url=https://www.hhs.gov/about/news/2023/05/18/biden-harris-administration-takes-action-help-schools-deliver-critical-health-care-services-millions-students.html×tamp=2024-01-02T03:43:14Z)

Sample Resolution on School Air Quality and Effective Asthma Management

WHEREAS, the [DISTRICT] (hereinafter “District”) is committed to providing a safe, inclusive, and healthy learning environment for all students, recognizing that such an environment is fundamental to student well-being and lifelong learning; and

WHEREAS, asthma affects approximately 1 in 12 children and adolescents nationwide, disproportionately impacting Black children and adolescents and contributing to significant education disparities through increased absenteeism; and

WHEREAS, federal agencies expect an increase in air pollutants—such as smog, pollen, and smoke—potentially increasing students’ risk for respiratory distress; and

WHEREAS, current practices in managing school air quality and asthma do not adequately address the needs of students, potentially leading to preventable asthma attacks and related health emergencies; and

WHEREAS, the District acknowledges the importance of healthy air and effective asthma management in schools as critical to the health, safety, and academic success of students, especially those with asthma; and

WHEREAS, recommendations including the implementation of indoor air quality management plans, the use of portable HEPA air cleaners, the availability of quick-relief asthma medications, and the employment of full-time school nurses have been identified as effective strategies to support students with asthma; and

WHEREAS, engaging educators, students, families, and the broader school community in asthma awareness and prevention efforts can foster a supportive environment that reduces the risk of asthma incidents and promotes the overall well-being of all students; and

WHEREAS, the District recognizes the urgency of adopting comprehensive strategies to improve school air quality and support students with asthma, reflecting our commitment to health, equity, and academic excellence;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter “Board”), the District hereby commits to implementing the following measures to support students with asthma:

1. Develop and implement an indoor air quality management plan that includes classroom air quality sensors and portable HEPA air cleaners;
2. Develop and implement a school air quality dashboard that provides both real-time and historical classroom sensor data, with clear reporting, follow-up, and accountability procedures to ensure issues are addressed and the community can track progress over time;

3. Establish a policy to ensure the availability of quick-relief asthma medications and the presence of a full-time school nurse or trained staff member to administer such medications in every school;
4. Provide asthma education for all school personnel to recognize asthma symptoms and respond effectively to asthma incidents; and
5. Engage with families and the broader community by conducting building facility tours and workshops on school air quality; and

BE IT FURTHER RESOLVED that the District will allocate appropriate resources to support these initiatives, ensuring that all students can learn in a healthy, safe, and supportive environment; and

BE IT FURTHER RESOLVED that the District commits to ongoing evaluation of these initiatives to ensure their effectiveness, making any necessary adjustments, to meet the evolving needs of the students and school community.

ADOPTED by the Board on [DATE], with a unanimous vote of [NUMBER] in favor, [NUMBER] opposed, and [NUMBER] abstentions.

Sample Resolution on Artificial Intelligence

WHEREAS, the rapid adoption and expansion of artificial intelligence (AI) technologies are permeating throughout several industries and trades; and

WHEREAS, K-12 and higher education are not immune from the impacts of AI; and

WHEREAS, the [DISTRICT] (hereinafter, "District) understands the potential benefits to teaching and learning that carefully implemented AI technologies can have on students and educators, including personalization of instruction, automation of routine tasks, tutoring, aiding collaboration and creativity, content creation and enhancement, and high-speed data analysis; and

WHEREAS, the District understands the risks and pitfalls associated with AI technologies, including infringement on intellectual property rights, digital equity and access concerns, contributions to misinformation, concerns around data privacy, racial and cultural biases, bullying, plagiarism, threats to jobs, and more; and

WHEREAS, the District believes that AI technologies should only be implemented with proper human oversight and with the decision-making power primarily in the hands of educators and administrators; and

WHEREAS, the District believes that AI technologies should be leveraged to enhance and enrich instruction for students and should not be used to replace or limit employment of education professionals who work with students; and

WHEREAS, the equitable use and implementation of AI technologies in education must be regularly and fairly evaluated with educators at the decision-making table; and

WHEREAS, the District understands that educators will need ongoing and regular professional learning and development in the implementation of AI technologies to build AI literacy skills among students, educators, and families; and

WHEREAS, the District wants to mitigate the risks and pitfalls of AI technologies while maximizing the benefits toward optimal teaching and learning experiences for all district students and educators;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the District develops a comprehensive set of guidelines related to the research, procurement, piloting, and ongoing evaluation of AI technologies within [TIMELINE], including, but not limited to:

1. The convening of an advisory committee, inclusive of educators, to determine AI technology needs and provide guidance and support across the District;
2. A process for assessing the risks and pitfalls of AI technologies, including, but not limited to, infringement on intellectual property rights, inequitable technology access, contributing to misinformation, concerns around data privacy, racial and cultural biases, bullying, plagiarism, and threats to jobs;

3. Protocols to hold vendors accountable for addressing the aforementioned risks and pitfalls of AI technologies;
4. Requirements for extensive testing of AI technology pilots with diverse users to evaluate effectiveness and risks before district-wide implementation;
5. Policies for transparent disclosure of what data will be collected and how it will be used to all students, parents, families, and staff;
6. Ongoing professional development for staff on all AI technologies to be implemented, the equitable and ethical use of AI aligned with district values, and the promotion of AI literacy among students;
7. A process for ongoing auditing, monitoring, and evaluation of AI benefits and impacts on students and staff;
8. Channels for feedback and concerns about AI practices from students, parents, families, and staff; and
9. A budget for costs of the use of and training toward AI systems and ensuring its responsible use.

BE IT FURTHER RESOLVED that development of AI technologies and guidelines continuously and regularly will engage a diverse set of interest holders, inclusive of students, families, educators, other educational staff, educator unions, and community members.

Sample Policy on Artificial Intelligence

Purpose

The [DISTRICT] (hereinafter, “District”) is committed to providing students with the most innovative and effective educational experiences to foster high levels of learning and opportunities for self-expression. As schools prepare students for a future that demands adaptability, critical thinking, and increased digital literacy, the District recognizes the potential of artificial intelligence (AI) and other related technologies.

This policy establishes guidelines for the ethical, equitable, and effective integration of artificial intelligence technologies in district schools to enhance both administrative functions and teaching and learning for all students and educators.

Guiding Principle

The use of AI in the District will ensure:

1. Students and educators remain at the center of education;
2. Evidence-based AI technology enhances the educational experience;
3. The ethical development and use of AI technology and strong data protection practices;
4. Equitable access to and use of AI tools; and
5. Ongoing education with and about AI for all students and educators.

Definitions

Algorithmic Bias: “Systematic, unwanted unfairness in how a computer detects patterns or automates decisions,” often based on characteristics and identities such as age, class, culture, disability status, ethnicity, gender, location, nationality, political affiliation, race, religious background and practices, and/or sexuality.

Artificial Intelligence (AI): Machine-based systems designed around human-defined objectives to perform tasks that would otherwise require human or animal intelligence.

AI Literacy: Understanding what it means to learn with and about AI while gaining specific knowledge about how artificial intelligence works, the skills necessary to master AI tools, and how to critically navigate the benefits and risks of this technology.

Data Governance: A set of practices that ensures data assets are formally managed throughout a system/enterprise and that defines the roles, responsibilities, and processes for ensuring accountability for and ownership of data assets.

Educators: People employed by an institution dedicated to pre-K-12 or higher education.

Generative AI: Artificial intelligence tools that generate text, images, videos, or other content based on existing data patterns and structures.

Transparency: Open disclosure of how AI systems work, including how they reach decisions and the data used to do so.

Equitable Access

The District shall ensure all students and staff have equitable access to AI tools, irrespective of gender, ethnicity, disability status, socioeconomic status, geographic location, or displacement status. The District shall provide assistive AI technologies to support diverse learning needs, including accommodations for students with disabilities according to the Individuals with Disabilities Education Act (IDEA).

Algorithmic Bias and Fairness

AI tools and systems utilized in the District shall undergo regular audits to identify and mitigate biases. Oversight committees, inclusive of educators, shall be established to review AI implementation efforts for unintended biases and to ensure alignment with district equity goals.

Student and Educator Data Privacy

The District shall adhere to all federal and state laws regarding student and staff data privacy. Only vendors with thorough data protection practices should be used for any purchases within the District. The District must inform educators, parents, and students of what and how AI tools are used in schools. Data collected through AI shall be subject to protocols providing transparency about the types of data collected and how the data is stored, utilized, and protected.

Vendor and Tool Selection

The District shall require all vendors of AI tools and resources to meet district standards for transparency, equity, and ethical decision-making. AI tools and resources shall only be adopted once there is data supporting a tool's appropriateness and efficacy with potential users and, for instruction-focused AI, its alignment with high-quality teaching and learning standards and practices. If research is unavailable, AI tools shall be adopted on a pilot or trial basis if the evidence is being collected and analyzed in a timely manner, with an agreement in place to cease the use of the technology if the results of the research do not show the intended benefits. AI tools and resources that are made in collaboration with educators should be prioritized.

Professional Learning Opportunities

The District shall provide to educators high-quality, multifaceted, ongoing professional learning opportunities that help increase their AI literacy and understand what, how, and why specific AI is being used in their educational settings. Learning opportunities must be provided to educators in all positions and at all career stages. Special attention should be paid to how to use AI appropriately for all learners, including early learners, students with disabilities, and emergent multilingual learners. Learning opportunities shall assist educators in researching and assessing available evidence about effective AI uses in education; understand AI bias and know strategies for reporting and mitigating the harmful impacts of AI bias; and understand the ethical and data privacy hazards associated with AI.

AI Literacy and Curriculum Integration

The District shall take steps to ensure all students and educators become fully AI literate and develop a sense of agency with these technologies. Curricular changes should be made to incorporate AI literacy across all subject areas and education levels so that all students understand the benefits, risks, and effective uses of these tools.

Continuous Improvement

The District shall establish an AI oversight committee to monitor AI use, address interest holder concerns, and recommend improvements. The District shall conduct, at minimum, an annual evaluation of AI tools and practices to ensure they meet district goals. The District shall regularly engage educators, students, families, and local associations through workshops, surveys, and forums to gather input on AI use in schools.

Sample Resolution on Limiting Student Personal Device Use in Schools

WHEREAS, educators have identified personal devices—including, but not limited to, cell phones—used at any time by students during the school day as disruptive, noted that they negatively affect the mental health of students due to social media access,¹ and indicated that they impede the development of social skills by reducing social interactions between students;^{2,3} and

WHEREAS, the online harassment through the use of technology—such as cell phones, computers, social media, and gaming platforms—to bully, threaten, or aggressively hassle⁴ students can create hostile education environments that may impair students’ ability to access their education; and

WHEREAS, the [SCHOOL DISTRICT] (hereinafter, “District”) has obligations under federal and [STATE] law to prevent and address online harassment in schools to ensure an environment free of discrimination and harassment based on protected characteristics, such as sex (including sexual orientation, gender identity, and pregnancy),⁵ race, color, national origin,⁶ religion,⁷ and disability status;⁸ and

WHEREAS, in 2023, the United States Surgeon General issued the *Advisory on Social Media and Youth Mental Health*, which highlights the troubling relationship between excessive, unrestricted social media use and increased mental health challenges in youth;⁹ and

WHEREAS, in 2024, the Centers for Disease Control and Prevention’s Youth Risk Behavior Survey found that 77 percent of students who engaged in frequent social media use also experienced a higher prevalence of bullying victimization on school property, were bullied electronically (texting, Instagram, Facebook, or other social media), had persistent feelings of sadness or hopelessness, and posed some suicide risk;¹⁰ and

WHEREAS, a schoolwide policy limiting student personal device use, implemented consistently and uniformly within the school, can reduce disruption during the school day and improve academic performance,¹¹ limit social media access, reduce exposure to negative mental health concerns—such as cyberbullying—and increase opportunities for interpersonal interactions to support social skill development;¹² and

WHEREAS, the potential risks of social media usage to young people are likely to be greater in early adolescence—a period of greater biological, social, and psychological transitions—than in late adolescence and early adulthood,¹³ age-appropriate support for digital literacy and the healthy use of social media and personal devices is crucial; and

WHEREAS, exceptions must be provided on an individualized basis for students with disabilities to the extent that a student requires essential assistive technology for communication, organization, and learning accommodations to support their educational needs; and

WHEREAS, exceptions must be provided on an individualized basis for students who have an ongoing medical condition to the extent that a student requires essential assistive technology to maintain their optimal health; and

WHEREAS, any exceptions for appropriate technology should be clearly documented as part of the applicable 504 plan⁵ or Individualized Educational Program (IEP);¹⁴ and

WHEREAS, policies limiting student personal device use must be implemented equitably to avoid stigmatizing students who require these tools, while ensuring educators and administrators are adequately trained to support these accommodations under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act of 1973; and

WHEREAS, exceptions must be provided on an individualized basis for students who are emergent multilingual learners (MLs) to the extent that a student requires the support of a personal device, ensuring any exception for appropriate technology is documented as part of the plan to support the emergent ML with appropriate language programs and services;³ and

WHEREAS, exceptions also must be provided on an individualized basis for students with a medical and/or family emergency need approved in accordance with district policy; and

WHEREAS, using technology in the educational process can improve learning opportunities and students must have fair and equitable access to school-provided technology when needed for academic purposes,¹⁵ alternative technology solutions or instructional approaches that do not include individual student devices must be implemented if school-provided devices are not accessible; and

WHEREAS, the District is responsible for developing and implementing policy that is fair, provides for the respectful treatment of all students, is free from the effects of implicit or explicit bias, and promotes restorative and trauma-informed approaches to discipline, and this policy must be implemented without resorting to police- or justice system-related response to student behavior;¹⁶ and

WHEREAS, members of the school community—including students, families, educators, school administrators, librarians, coaches, school psychologists, sociologists, counselors, school nurses, and other school-based health professionals—have valuable insight on student use of personal devices, the school community should be engaged to provide policy recommendations for limiting student personal device use in schools; and

WHEREAS, to address student, family, and school community concerns regarding communication during an emergency, all schools should have a school emergency plan that includes comprehensive communication procedures for internal and external audiences describing how schools will contact students, families, and other community members related to school emergencies;¹⁷ and

WHEREAS, during school emergencies, students with personal devices can cause distraction and hinder the attention of students when safety and emergency response directions are being given, amplify rumors and misinformation and cause panic, impede or disrupt the public safety response, increase the danger faced by the school community—including through the promotion of rumors or misinformation, provision of inaccurate or inappropriate directives from unauthorized sources, and the generation of additional traffic on roads or school property—and reveal the location of students and educators during school emergencies; and

WHEREAS, the effective implementation of policy limiting the use of student personal devices requires the District and schools to routinely educate the school community about the reasons for and process related to the policy; and

WHEREAS, creating safe, welcoming schools requires non-exclusionary discipline and enforcement that does not expose students to the justice system; however, at times, enforcement of this policy may require appropriate progressive disciplinary rules and procedures;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board), the District shall develop and adopt policy limiting student personal device use during the school day, implemented schoolwide, with approved exceptions determined by student medical, family emergency, disability status, and/or language-proficiency needs; and

BE IT FURTHER RESOLVED that the District shall periodically collaborate with educators, students, and families to review and update the policy, as necessary; and

BE IT FURTHER RESOLVED that as part of the development of this policy, the District shall adopt appropriate progressive disciplinary rules and procedures that may increase in severity but will not include the justice system or suspension or exclusion from school activities—such as sports teams and clubs—and may require a parent/guardian to be involved, specifically when a student must recoup a personal device confiscated by the school; and

BE IT FURTHER RESOLVED that administrators and educators shall not be disciplined for enforcing this policy, including, if appropriate under the policy, requiring that a student relinquish their personal device to a school administrator or educator.

¹ A. Sala, et al., "Social Media Use and Adolescents' Mental Health and Well-Being: An Umbrella Review," 2024. *Computers in Human Behavior Reports* 14 (2024) 100404. Accessed May 16, 2024: <https://www.sciencedirect.com/science/article/pii/S245195882400037X#:~:text=This%20umbrella%20review%20analyses%20the%20risks%20and%20opportunities,systematic%2C%20scoping%20and%20narrative%20literature%20reviews%20and%20meta-analyses>

² National Education Association, "Impact of Social Media and Personal Devices on Mental Health," August 12, 2024. Accessed on January 31, 2025: <https://www.nea.org/resource-library/impact-social-media-and-personal-devices-mental-health>

³ Khalaf A M, Alubied A A, Khalaf A M, et al., "The Impact of Social Media on the Mental Health of Adolescents and Young Adults: A Systematic Review." *Cureus*. (2023) Aug 5; 15(8):e42990. Accessed May 16, 2025: doi:10.7759/cureus.42990

⁴ "What is Online Harassment," Common Sense Media (2022). Common Sense Media. Accessed on May 16, 2025: <https://www.commonsensemedia.org/articles/what-is-online-harassment#:~:text=Online%20harassment%20is%20when%20someone%20uses%20technology%20--,online%20harassment%20includes%20name-calling%2C%20stalking%2C%20and%20physical%20threats>

⁵ Title IX of the Education Amendments of 1972, 20 U.S.C. §§ 1681 et seq., "Nondiscrimination on the Basis of Sex in Education Programs or Activities Receiving Federal Financial Assistance," 34 CFR Part 106 (2020). Accessed May 30, 2025: <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-I/part-106>

⁶ Title VI of the Civil Rights Act of 1964, 42 U.S.C. 2000d.

⁷ Title IV of the Civil Right Act, 42 U.S.C. §§ 2000c et seq.

⁸ Section 504 of the Rehabilitation Act of 1973, 29 U.S.C. § 794; 34 C.F.R. Part 104; Title II of the Americans with Disabilities Act of 1990, 42 U.S.C. § 12131; 28 C.F.R. Part 35.

⁹ Office of the Surgeon General, "Social Media and Youth Mental Health: The U.S. Surgeon General's Advisory," (2023). Accessed on January 31, 2025: <https://www.hhs.gov/sites/default/files/sg-youth-mental-health-social-media-advisory.pdf>

¹⁰ E. Young, et al., "Frequent Social Media Use and Experiences with Bullying Victimization, Persistent Feelings of Sadness or Hopelessness, and Suicide Risk Among High School Students – Youth Risk Behavior Survey, United States, 2023," *MMWR Supplements*, 73(4), 23–30. Accessed on January 31, 2025: <https://doi.org/10.15585/mmwr.su7304a3>

- ¹¹ W.T. Smale et al., "Cell Phones, Student Rights, and School Safety: Finding the Right Balance," 2021. Canadian Journal of Educational Administration and Policy, 195, 49-6. Accessed May 16, 2025: <https://files.eric.ed.gov/fulltext/EJ1287931.pdf>
- ¹² R. Dwyer et al., "Smartphone use undermines enjoyment of face-to-face social interactions," 2017. Journal of Experimental Social Psychology. Accessed May 16, 2025: <https://doi.org/10.1016/j.jesp.2017.10.007>
- ¹³ American Psychological Association, "Health Advisory on Social Media Use in Adolescence," May 2023. Accessed on January 31, 2025: <https://www.apa.org/topics/social-media-internet/health-advisory-adolescent-social-media-use.pdf>
- ¹⁴ Idea. (2017). Individuals with Disabilities Education Act. IDEA; U.S. Department of Education. Accessed on January 31, 2025: <https://sites.ed.gov/idea/>
- ¹⁵ Resource Guide for Pediatricians: School Phone Policies. (2020). American Academy of Pediatrics. <https://www.aap.org/en/patient-care/media-and-children/center-of-excellence-on-social-media-and-youth-mental-health/resource-guide-for-pediatricians-school-phone-policies/>
- ¹⁶ National Association of School Psychologists. (2018). Effective school discipline policies and practices: Supporting student learning [Research summary]. Bethesda, MD: Author. Accessed on January 31, 2025: <https://apps.nasponline.org/search-results.aspx?q=Effective%20School%20Discipline%20Policies%20and%20Practices:%20Supporting%20%20Student%20Learning>
- ¹⁷ National Education Association, NEA's School Crisis Guide, January 2018. Accessed on January 31, 2025: <https://www.nea.org/resource-library/neas-school-crisis-guide>

Sample Policy on Limiting Student Personal Device Use in Schools

Purpose

Students often have access to personal devices, such as cell phones, in schools, which can provide educational benefits and supportive social connections. Students using personal devices can also be a source of disruption in school, hinder social skill development, promote bullying, and facilitate excessive exposure to social media content that can be mentally and physically harmful. Limiting student personal device use during the school day will support student health, minimize distractions, and facilitate a safe, welcoming school conducive to learning and engagement.

The [SCHOOL DISTRICT] (hereinafter, "District") recognizes the importance of and is obligated to ensuring the privacy and safety of all students and educators in all schools and on school grounds. Limiting the use of student personal devices creates safer schools that are more conducive to learning environments and support the academic, physical, and mental well-being of all students.

Definitions

[TO BE ADJUSTED AS NECESSARY TO CORRESPOND TO APPLICABLE POLICY, BARGAINING LANGUAGE, OR LAW]

Instructional Time: Educator-led time dedicated to teaching and learning.

Personal Devices: Devices (including cell phones, smartphones, and other personal electronic devices, such as headphones or audio earpieces, handheld games, smartwatches, and tablets) used by a student for the purpose of creating, accessing, processing, protecting, monitoring, storing, retrieving, displaying, or transmitting data;¹

School Day: Time from the first bell to dismissal bell (bell-to-bell) during which instruction can be provided, including lunch time, in-between classes passing time, and recess;

School Grounds: A school building, property on which a school building or facility is located, and property that is owned, leased, or used by a school for a school-sponsored activity, function, program, instruction, or training, including school-organized transportation.²

Storage Options: Identified place, determined by school administration, where student personal devices are stored during the school day that students are able to access and retrieve at the identified appropriate times. This could include, but is not limited to, a student's backpack or locker, a locked pouch, or other designated school space.

Limiting Student Personal Device Use

During the school day, bell-to-bell, students are restricted from unauthorized access to and use of their personal devices. While students may bring a personal device to school, the device must be silenced, turned off, and stored in the identified place determined by the school administration. Personal devices will be stored for the duration of the school day or until students otherwise leave the school grounds.

The school administration, working with educators and families, will develop procedures to implement this Policy, including: (1) storage options that may require additional school space or school staff; (2) enforcement and appropriate progressive disciplinary rules and procedures; and (3) documentation of exceptions for medical and other approved needs, as described below. Additional procedures will be developed for school-sponsored events outside of the school day that may include field trips, sporting events, and club activities.

Exceptions

The District shall make exceptions for student personal device use that provide the assistive technology necessary to comply with individualized student 504 plans, Individualized Education Plans (IEPs), and/or plans to support emergent multilingual learners (MLs) with appropriate language access programs and services to ensure the provision of appropriate, meaningful public education. The allowable exceptions must be written into the student's identified plan and approved by the appropriate team or coordinator. The Policy must be implemented equitably to ensure that students who use personal devices are fully included and not subject to stigma. Students who receive an exception to this Policy should participate alongside all other students and not be separated unless in accordance with their plan. The District shall also make exceptions for student medical and/or family emergency needs in accordance with this Policy.

Communication About the Policy

The Policy shall be distributed to students, families, educators, and staff, at a minimum, annually. The Policy will be included in the student code of conduct and student handbook and listed on school and district websites. The Policy shall be developed and distributed in formats and languages that are accessible and reflect the school community through multiple communication modes—such as letters, emails, social media, orientation sessions, and meetings—to ensure that the breadth of the school community has reasonable opportunity to learn about, comment on, and comply with the Policy.

As part of the school emergency planning, schools will have in place a comprehensive communications plan utilizing school-provided communication tools, such as school phones, when students and families need to communicate with one another during the school day. The school's emergency plans will include a crisis response team to support students, manage communication, and aid decision-making. The plan will be maintained with the most up-to-date contact information to expedite communication during catastrophic events—such as natural disasters or security threats—and when contacting families for routine issues as well as during family emergencies. Students and families will be informed of the plan in the student handbook, on the school website, and when information is being provided on the Policy.

Policy Compliance

The District recognizes the importance of administrative leadership in setting expectations and creating a climate that is safe, conducive to learning, and non-discriminatory. The school administration is responsible for upholding and enforcing the Policy. In consultation with school employees and their representatives, administration will devise a student compliance plan to provide the necessary support to all educators and staff for effective schoolwide policy implementation. School staff will not experience any disciplinary action for the appropriate enforcement of this Policy.

Assessment of Policy

The District, in collaboration with educators, students, and families, will periodically review the Policy and make updates as necessary.

¹ "Personal Devices Definition," Law Insider (2025). Law Insider. Accessed on January 31, 2025: <https://www.lawinsider.com/dictionary/personal-devices>

² "School grounds Definition: 440 Samples," (n.d.). Law Insider. Accessed on January 31, 2025: <https://www.lawinsider.com/dictionary/school-grounds>

Sample Policy on Comprehensive Curriculum

The [DISTRICT] (hereinafter, "District") affirms that curricular offerings in music and arts, world languages, civics and government, economics, history, geography, and physical education and health are integral to a comprehensive educational program aimed at strong learning, achievement, and development opportunities that prepare all students across race, place, background, and ability for futures where they can thrive.

The District further supports broad student access to courses in these areas and district- and building-level support for educators aimed at continuous improvement in instruction.

To achieve these goals, the District commits to support the following:

1. Ensuring or expanding access to curricular offerings in these subject areas, consistent with applicable state requirements;
2. Expanding the amount of instructional time available or devoted to these subjects, consistent with applicable state requirements;
3. Providing for curriculum development that is aligned with state standards where relevant;
4. Supporting professional development to improve instruction, based on periodic formal solicitation of educator needs and input and led by educators wherever possible;
5. Providing essential materials and textbooks aligned with State standards where relevant; and
6. Collaborating with federal, state, and community-based organizations and institutions to increase student learning in these subjects.

The District will annually publish on its publicly accessible website a report on course availability at each school, including the subjects identified in this Policy, along with comparative information on such offerings for the previous school year. Within 30 days of the release of this annual report, the District will hold an open public forum to respond to questions and obtain input from students, parents, families, educators, and other community members. The forum shall be convened at a date and time designed to promote maximum attendance and allow sufficient time to incorporate community input into decisions regarding the following school year.

To help implement the actions outlined above, the District shall create a Curriculum and Professional Development Committee that shall include at least one educator and one instructional coach, designated by the President of the Association representing educators in the District.

District school administrators are hereby directed to convene school-level Curriculum and Professional Development Committees that include educators with instructional responsibilities in each of the subject areas identified in this Policy to further support implementation and undertake such other related tasks, as appropriate.

Sample Policy for Comprehensive Teacher Induction Program

To develop a comprehensive teacher induction program, the [DISTRICT] (hereinafter, "District") will establish a diverse Induction Leadership Team (hereinafter, "Team") in partnership with the [EDUCATION ASSOCIATION] (hereinafter, "Education Association") to provide comprehensive support to new teachers with zero to five years of teaching experience.

Comprehensive teacher induction will include or incorporate:

1. Sustained support during the first five years of teaching;
2. Packaged or bundled support to provide a holistic experience;
3. A continuum of differentiated, coordinated supports that prioritize teacher voice;
4. An equity and racial justice framework and design tools;
5. A focus on improving and refining practices;
6. Labor-management partnerships to embed induction in district culture; and
7. A connection to a larger retention strategy.

The Team will be responsible for, but not limited to, the following:

1. Understanding the needs of new teachers and the specific experiences of teachers of color, translating those needs into priorities;
2. Developing a plan to implement new teacher supports that are equity-informed, differentiated, and sustained;
3. Creating or refining district policies to codify a comprehensive induction program and policies impacting teacher retention and the retention of teachers of color; and
4. Securing additional funding and/or partnerships to provide comprehensive support.

The Team composition will ensure that the:

1. Voice of new teachers and new teachers of color serves as the primary driver for decision-making around new teacher supports;
2. Racial and ethnic diversity of the school district, including teacher and student demographics, is represented; and
3. Team minimally has internal experts in the areas of equity, relationship-building, and professional learning for new teachers.

The Induction Leadership Team will be a balanced group. The Team will consist of:

1. [NUMBER] new teachers;
2. [NUMBER] teachers, teacher leaders, or leaders representing the Education Association;
3. [NUMBER] governance representatives from the education association;

4. [NUMBER] community members or partners; and
5. [NUMBER] diverse representatives of the District appointed by the Superintendent, or a designee.

The Superintendent and the President of the Education Association, or appropriate designees, will serve as co-chairs of the Team. The co-chairs will convene a meeting no later than [DATE] to develop a plan to identify or create a framework and a proposed timeline.

The co-chairs convene the first meeting of the Team no later than [DATE]. The initial meeting will include the Team's establishment of a regular meeting schedule, roles and responsibilities, and the establishment of shared team practices and procedures for collaboration, feedback, and reflection.

Subsequent meetings will focus on designing the comprehensive induction plan. The elements to be considered in the development of the plan shall include, but not be limited to, the following:

1. Collect, analyze, and disaggregate district data about the teaching workforce, teacher retention, and teacher attrition;
2. Conduct a scan of current supports for teachers with zero to five years of experience provided by the District, the Education Association, the State Education Agency, the State Association, and/or local partners;
3. Conduct a scan of relevant local and state education policies to include, but not be limited to, equity, teacher induction, mentoring, teacher evaluation, peer assistance review, and teacher licensure;
4. Identify teachers with zero to five years of experience and develop a plan to build and cultivate authentic relationships;
5. Collect, analyze, and disaggregate data to understand the needs, experiences, and perceptions of teachers with zero to five years of experience by doing the following:
 - a. Conducting empathy interviews with at least 20 percent of new teachers and ensure participants reflect the racial and ethnic diversity of the teaching population (in some cases, there may be a need to oversample if the sample size is too small); and
 - b. Administering a survey to all new teachers;
3. Utilize data from all new teachers to identify broad themes and disaggregate data to identify specific themes based on demographics (e.g., race and ethnicity), years of teaching experience, teacher preparation, etc.;
4. Prioritize needs and create supports in the following categories:
 - a. Sustained and differentiated new teacher orientation;
 - b. Coaching and mentoring supports;
 - c. Training for coaches, mentors, and administrators to effectively support new teachers;
 - d. Ongoing professional learning;

- e. Early career educator groups;
 - f. Cultivation of new teacher voice, leadership, and advocacy; and
 - g. High-quality teacher evaluation for new teachers;
8. Implement supports and utilize feedback from new teachers and relevant interest holders to evaluate and refine supports;
 9. Propose, create, or refine policies related to or impacting comprehensive induction, teacher retention, the retention of teachers of color, etc.;
 10. Develop a plan for sustainable funding; and
 11. Regularly monitor, evaluate, and adjust the design framework and timeline to prioritize impact.

Sample Policy on Teacher Support and Evaluation

To develop a teacher support, evaluation, and peer review plan, the [DISTRICT] (hereinafter, "District") will establish a Joint Teacher-District Teacher Evaluation and Peer Review Design Team (hereinafter, "Team"). The Team is responsible for the development of a teacher support, evaluation, and peer review plan for probationary and continuing teachers.

The Team will consist of the following:

1. [NUMBER] teachers representing the education association and the diversity of the District to include demographics, representation across the District, and years of teaching experience; and
2. [NUMBER] diverse representatives of the District appointed by the Superintendent or a designee.

The Superintendent will convene the first meeting of the Team no later than [DATE]. The agenda of the first meeting will include the establishment of a regular meeting schedule. A designee of the education association and the Superintendent or a designee will serve as co-chairs of the Team. The Team will establish practices and procedures for its operation. The District shall supply the necessary resources, including, but not limited to, secretarial support, to allow for the completion of the Team's responsibility.

The elements to be considered in the development of the plan shall include, but not be limited to, the following:

1. The processes and timelines that will be used in the three-year evaluation cycle;
2. A process for ongoing formative performance review;
3. Data collection and reporting requirements to ensure the evaluation system and peer review process are functioning fairly, do not have a disparate impact on teachers based on the school or student populations that they teach, and capture the demographic data of teachers and mentors;
4. Identification of multiple measures of teacher effectiveness;
5. A definition of teacher support and comprehensive induction;
6. Staff development opportunities aligned with the evaluation process established under [STATE STATUTE];
7. A process for recruiting and retaining diverse mentors and evaluators;
8. Identification, qualifications, and training of diverse mentors and evaluators, including:
 - a. Training and use of diverse induction mentors for probationary teachers;
 - b. Training and use of diverse peer mentors for continuing teachers; and
 - c. Orientation for mentee teachers with regard to working effectively with a mentor, the role and responsibilities of a mentor, and providing feedback to the District about the quality of the mentoring relationship.

9. Differentiated assistance plans and procedures for teachers identified through the evaluation and peer review processes as not meeting the performance standards established in the evaluation process.
10. An evaluation and peer review implementation schedule that includes:
 - a. Timeline for adoption;
 - b. Timeline for identifying and recruiting diverse teacher mentors;
 - c. Timeline for implementation;
 - d. Timeline for training of mentors and evaluators in advance of the implementation date;
 - e. Timeline for ongoing data collection and review of the teacher evaluation system and peer review processes to assess effectiveness and evaluate disparate outcomes, if any; and
 - f. Notification in advance of observations and evaluations to teachers being observed or evaluated; the Team shall determine the manner and timing of this notification.

Sample Resolution on Safe, Supportive School Discipline Practices

WHEREAS, the [DISTRICT] (hereinafter, “District”) is committed to ensuring that all students—regardless of race, place, background, or ability—are provided with a safe, inclusive, and supportive learning environment in which they can thrive academically, socially, and emotionally; and

WHEREAS, research has consistently demonstrated that exclusionary discipline practices, such as suspensions and expulsions, disproportionately affect students from marginalized communities (Latin(o/a/x), Hispanic, and Chican(o/a/x); Native; LGBTQ+; and students with disabilities), with Black students being most acutely impacted. These practices contribute significantly to academic disengagement, increased dropout rates, and increased involvement in the school-to-prison pipeline; and

WHEREAS, evidence-based programs and strategies—like trauma-sensitive practices, life skills (also known as social-emotional learning), and restorative practices—when implemented with fidelity and embedded into schoolwide culture, offer a proactive and relationship-centered approach to school discipline that builds community, fosters empathy, and emphasizes accountability; and

WHEREAS, trauma-sensitive and culturally responsive practices help educators and staff better understand and respond to students’ behavior, particularly when shaped by adverse experiences, and create environments where every child feels safe, seen, and valued; and

WHEREAS, effective implementation of evidence-based programs and strategies requires sustained professional development, staff collaboration, dedicated support personnel, and a district-wide commitment to continuous improvement;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”) hereby affirms its commitment to safe, supportive, and restorative school discipline policies and practices that promote student well-being, dignity, and success; and

BE IT FURTHER RESOLVED that the District shall adopt and implement restorative practices—including, but not limited to, community-building circles, peace walks, conflict mediation, and collaborative problem-solving—as alternatives to exclusionary discipline whenever feasible; and

BE IT FURTHER RESOLVED that the District shall:

1. Eliminate the use of zero-tolerance policies for minor and subjective infractions, such as dress code violations and defiance, and replace them with developmentally appropriate and equitable approaches grounded in restorative justice and trauma-sensitive care;
2. Prioritize positive behavioral interventions and supports (PBIS) by scaling up the use of PBIS, life skills, and trauma-sensitive classroom management strategies;

3. Expand access to school-based mental health professionals—including counselors, social workers, and psychologists—to provide early and sustained behavioral and wellness support;
4. Ensure evidence-based strategies are implemented schoolwide and are integrated into daily routines, conflict resolution processes, and student supports, with appropriate staffing and training for consistency and sustainability;
5. Require all educators and school-based staff to receive ongoing professional development in restorative practices, trauma-sensitive practices, implicit bias, culturally responsive teaching, and developmentally appropriate discipline responses;
6. Disaggregate and monitor discipline data by race, disability status, and other relevant categories to identify and address disparities, with transparent reporting and accountability mechanisms; and
7. Include family and community voices in the development, monitoring, and refinement of school discipline practices to ensure they reflect shared values and lived experiences; and

BE IT FURTHER RESOLVED that the District will work toward a school culture where every student feels safe, valued, and capable of growth, and where discipline policies serve as tools for learning and healing instead of exclusion or punishment.

Sample Policy on School Discipline

Purpose

The [DISTRICT] (hereinafter, "District") is committed to fostering a safe, inclusive, and supportive learning environment where all students are treated with dignity and respect. This Policy aims to establish developmentally appropriate and restorative approaches to student discipline that promote accountability, healing, and student growth.

Guiding Principles

The following principles guide the District's approach to school discipline:

1. Every student has the right to a safe and supportive school environment.
2. Discipline is fair, consistent, and free from bias or discrimination.
3. Exclusionary discipline (suspension, expulsion) is a last resort.
4. Preventative practices (life skills, mental health services) are prioritized.
5. Families, educators, and students are partners in building a positive school climate.

Prohibited Practices

The District prohibits the following disciplinary actions:

1. Zero-tolerance policies that mandate automatic suspension or expulsion for minor, subjective, or non-violent infractions;
2. Corporal punishment; and
3. Disciplinary actions that are discriminatory or disproportionately based on race, disability status, gender identity, or other protected categories.

Permissible Disciplinary Measures

Disciplinary responses must be:

1. Proportionate to the offense;
2. Developmentally appropriate to the student's age and maturity; and
3. Restorative and instructive, aiming to repair harm, build empathy, and foster growth.

Out-of-school suspensions may be used only for serious or dangerous conduct (e.g., possession of a weapon, physical assault, etc.) or, in other cases, after other interventions have been exhausted.

Under no circumstances should discipline involve the denial of recess, physical activity, or other opportunities for movement essential to student health and well-being.

Disciplinary Procedures

1. Due Process

- a. Students must be informed of the rule violation and given an opportunity to explain.
- b. Families must be notified promptly when serious disciplinary action is considered.
- c. Students and families must be informed of their right to appeal disciplinary decisions and be provided with clear steps to do so.

4. Documentation and Review

- a. All disciplinary actions will be documented, including the rationale and interventions used.
- b. Schools must review disaggregated discipline data (e.g., by race, disability status, etc.) at least twice per year to identify and address disparities.

Supports and Interventions

The District shall:

1. Implement strategies schoolwide to ensure consistent application and increase the likelihood of success;
2. Ensure staff receive ongoing professional development in evidence-based strategies, such as life skills, positive behavioral interventions and supports, trauma-sensitive practices, culturally responsive practices, implicit bias, and restorative practices;
3. Provide access to school counselors, social workers, and other behavioral support staff; and
4. Coordinate with families and external providers to support students with repeated behavioral challenges.

Parent and Community Involvement

The District shall:

1. Involve families in shaping and reviewing school discipline practices;
2. Provide information to families about their rights and responsibilities related to student behavior; and
3. Ensure school discipline policies are accessible in multiple languages and formats.

Oversight and Review

The Superintendent or designee will:

1. Monitor the implementation of this Policy;
2. Provide annual reports to the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), including trends, disparities, and corrective actions; and
3. Update this Policy at least every three years in consultation with educators, families, and students.

Legal Compliance

This Policy complies with all applicable federal and state laws, including:

1. Individuals with Disabilities Education Act (IDEA);
2. Section 504 of the Rehabilitation Act;
3. Title VI of the Civil Rights Act; and
4. Relevant state education codes and regulations.

Sample Resolution to Audit School Policing Policies and Practices

WHEREAS, the [DISTRICT] (hereinafter, "District") is responsible for the fair, respectful treatment of all students and a learning environment free from the effects of implicit or explicit bias; and

WHEREAS, experiences with law enforcement in public schools have led educators, school boards, students, and communities to question how hiring police officers impacts both students and staff; and

WHEREAS, evidence shows an increase in the presence of law enforcement in our public schools, particularly in schools that predominantly serve students of color; and

WHEREAS, students of color, particularly Black and Brown students, are referred into the criminal justice system at far higher rates than White students for violations of school discipline policies; and

WHEREAS, evidence shows that properly trained security personnel working with school mental health professionals and other educators can promote restorative justice practices and foster a safe school community; and

WHEREAS, the presence of law enforcement personnel in schools results in an over-reliance on these staff to intervene in the discipline process, resulting in unwarranted school-based arrests and referrals of students to the criminal system that would not have otherwise occurred;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the Board directs the Superintendent in collaboration with educators, students, parents, families, and community interest holders to conduct a fresh review of their discipline practices and collect data that is constantly and consistently analyzed so that it is transparent to educators, students, parents, and families whether or not there is evidence of racial bias in student discipline enforcement; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent in collaboration with educators from [LOCAL AFFILIATE] to review training curriculum to ensure that all educators, especially those charged with supporting discipline practices, receive training in age-appropriate responses/interventions, cultural competence, implicit bias, and restorative practices and techniques and differentiate between discipline and crime and how to respond to each appropriately; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent in collaboration with educators, students, parents, and families to assess the climate of every school in the District to determine whether it is supportive of students' needs, such as providing sufficient counselors, social workers, nurses, and other professionals who can attend to students' social-emotional and mental health needs, and if not, the Superintendent will work with educators, students, parents, families, and community interest holders to develop budget proposals to remedy the deficiencies; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent in collaboration with educators, students, parents, and families to review district and school policies and practices to determine whether referrals of students to be placed in special education programs or referrals for 504 plans are being used as a substitute for more appropriate interventions and further directs the Superintendent to work with educators, students, parents, families, and community interest holders to devise a plan to prevent or remedy any and all disproportionality in these referrals; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to provide recommendations addressing the aforementioned and any other recommendations about how the students of the District will be equitably served, safety maintained, and policies and practices transformed to ensure safe and just schools by [DATE].

Sample Resolution on Equitable Distribution of Effective Educators

WHEREAS, the future well-being of the [DISTRICT] (hereinafter, "District") relies on providing the most vulnerable students access to high-quality education and program support; and

WHEREAS, the District's public schools do not reflect an equitable distribution of experienced and effective educators; and

WHEREAS, all students should have the opportunity to an experienced, qualified educator regardless of where they live; and

WHEREAS, educator recruitment and retention policies and practices can support or undermine equitable allocation of educators within a school district;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), the Board supports the development and implementation of an educator recruitment and retention plan in collaboration with the [LOCAL AFFILIATE], students, parents, families, and community members to ensure all students have equitable access to experienced and qualified educators; and

BE IT FURTHER RESOLVED that the Board supports the inclusion of the definitions for hard-to-staff schools, equitable distribution, and experienced educators within all educator recruitment and retention plans; and

BE IT FURTHER RESOLVED that the Board supports the District in recruiting promising educators from under-represented populations and promotes the equitable distribution of effective educators.

Sample Policy on Family, School, and Community Partnerships

The [DISTRICT] (hereinafter, “District”) recognizes that parents, family members, and caregivers are their children’s first and most influential teachers. Continued family engagement in the education of students contributes greatly to lifelong learning and a positive school environment and experience.

The responsibility for a child’s education is shared by the school and family during the time the child spends in school. To support the goal of the District to provide a high-quality education to all students, staff, and caregivers, these interest holders must work together as partners.

To this end, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”) supports the development, implementation, and regular evaluation of family engagement strategies in each school and at the district level that will involve family members at all grade levels in a variety of roles. The family, school, and community partnerships program will be comprehensive and coordinated, and it will include as a guide the six standards of family, school, and community partnerships outlined by the National Parent Teacher Association:

1. Effective two-way communication between the home and school personnel;
2. A welcoming environment for all families;
3. A full partnership between families and schools in the decisions that affect students;
4. Enhanced family partnerships to support student learning at home;
5. Lasting partnerships between schools, parents, families, businesses, and the community; and
6. Increased community and district resources aimed at strengthening families, schools, and community partnerships.

Moreover, the District will ensure accountability of all staff in working with parents and families as academic partners and establish avenues of two-way communication to keep parents and families informed, promote transparency, and build trust. The District will also support professional development opportunities for staff members to enhance understanding of effective family, school, and community partnership strategies.

In the event of a complaint against a staff member by a school, family, or community member, the District will conduct a thorough investigation in accordance with all due process protections to which the staff member is entitled, including an opportunity for all staff members to respond to all allegations in a complaint and be accompanied by a representative of their choice in any interviews by the employer before any discipline, if warranted, is imposed.

The District recognizes the importance of administrative leadership in setting expectations and creating a climate conducive to family, school, and community partnerships. In collaboration with the District Accountability Committee, the Board and district staff will commit to providing district and community resources to support the efforts of schools to reach out to parents as equal partners.

Sample Resolution to Terminate the Contract for School Services with the [CITY/COUNTY POLICE DEPARTMENT]

WHEREAS, [DISTRICT] (hereinafter, “District”) is responsible for all interactions students have with adults in our school buildings in order to promote a positive school climate; and

WHEREAS, the systemic criminalization of youth of color—in particular, young Black people—youth with disabilities, and youth of color with disabilities in schools is one of the most persistent and pernicious forms of structural racism and violence in this country; and

WHEREAS, more than a quarter of a million young people are arrested or referred to law enforcement in their schools each year, [LOCAL DATA, IF KNOWN]; and

WHEREAS, recent actions of officers in the [CITY/COUNTY POLICE DEPARTMENT; NOTE: by inserting the police department’s name, the local/community group should be able to cite specific instances either in the resolution or in collateral materials or testimony] (hereinafter, “CPD”) run directly counter to the values the District seeks in partners; and

WHEREAS, the District has decided the current contract and any continuing contract for services with the CPD do not adequately further the priorities of the District’s equity, school climate, and social-emotional learning goals; and

WHEREAS, research has long demonstrated that police presence in schools does not keep schools safe, but instead reduced classroom sizes, restorative practices, engaging and culturally relevant curricula, and mental health supports are more effective at creating safe, healthy, and joyful learning environments, so the District has decided that the district resources that are being spent on the contract with the CPD can be better spent on counselors, mental health services, social workers, nurses, parent engagement personnel, and other wraparound services; and

WHEREAS, district policy [POLICY LANGUAGE ABOUT DEDICATION TO ELIMINATING BIAS, RACISM, AND OTHER FACTORS THAT AFFECT STUDENT ACHIEVEMENT AND LEARNING EXPERIENCES]; and

WHEREAS, young Black and Brown people as well as civil rights and community advocates have long called for the end of policing in schools; and

WHEREAS, the National Association of Secondary School Principals recently called for all school leaders to “address the disparities in our discipline policies and our academic systems, and in our use of school resource officers . . . and to lead conversations with all students and interest holders that will build culturally responsive schools”;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”), the District terminates the Contract for Services with the CPD for the services of sworn armed police officers to provide school security and directs the Superintendent to take action necessary to terminate the contract; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to direct resources that were spent on the contract with the CPD be redirected to counselors, mental health services, social workers, nurses, parent engagement personnel, and other wraparound services essential to creating a learning environment that prevents violence and other high risk behaviors by identifying and serving the unique needs of every student; and

BE IT FURTHER RESOLVED that the Board shall review and assess their discipline and data collection practices to ensure transparency and determine if there is evidence of racial bias in discipline enforcement; and the Board shall review and assess their climate and training curriculum to ensure the schools are supportive of students' needs and that all educators, especially those charged with supporting discipline practices, receive training in age-appropriate responses and interventions, cultural competence, implicit bias, and restorative practices; and

BE IT FURTHER RESOLVED that the Board shall review their special education policies and practices to determine whether referrals of students to be placed in special education or referrals for 504 plans are being used as a substitute for more appropriate interventions; and

BE IT FURTHER RESOLVED that the Board directs the Superintendent to work with Black- and Brown-led youth organizations and other community interest holders to create a community-centered set of recommendations about how the students in the District will be served and how safety will be maintained for students, educators, and all those in the school setting by [DATE].

Sample Resolution on a Diverse Workforce

WHEREAS, our nation’s future well-being relies on high-quality neighborhood public schools that prepare all students for college, career, democracy, and lifelong learning; and

WHEREAS, the [DISTRICT] (hereinafter, “District”) works to ensure every student across race, place, background, and ability feels respected and reflected in their schools and learning environments; and

WHEREAS, our country’s schools must prepare students for an increasingly diverse and globally networked future; and

WHEREAS, racial and ethnic diversity benefits every workforce, including teaching; and

WHEREAS, all students benefit from having teachers from diverse backgrounds; and

WHEREAS, there is a shortage of teachers, and disparities for candidates of color begin prior to college enrollment; and

WHEREAS, our schools struggle with retention of teachers of color, which is largely due to lack of autonomy and feelings of isolation;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”), the District supports intentional recruitment of teachers of color and culturally competent, profession-ready teachers to ensure that all students experience and benefit from a diverse workforce; and

BE IT FURTHER RESOLVED that the Board supports high-quality pathways to teaching; and

BE IT FURTHER RESOLVED that the Board calls on the governor, state legislature, state education boards, and state administrators to address barriers to teaching (e.g., licensure exams, college funding) and provide supports for early career educators, particularly educators of color.

Sample Resolution in Support of Restorative Practices in Schools

WHEREAS, school is a place where childhood happens and where every child, regardless of race, place, background, or ability, has the right to learn in a supportive environment that respects their humanity, upholds their dignity, and responds fairly to mistakes and missteps; and

WHEREAS, restorative practices in schools are born and rooted in the values and practices of Indigenous cultures around the world and have more than 30 years of research to support their impact, the implementation of restorative practices schoolwide is a critical step to creating the schools we envision and ending the school-to-prison pipeline, and when implemented with fidelity, restorative practices create pathways to the elimination of racial disparities in discipline and create safer workplaces for educators; and

WHEREAS, the following principles should be employed to guide restorative practices implementation: eliminating disparities in discipline practices; creating a supportive and nurturing school climate; professional training and development; partnerships and community engagement; and student and family engagement; and

WHEREAS, restorative practices are not simply a program, but they also represent and support a mindset change for adults and youth as well as school culture change(s) focused on addressing harm and repairing relationships; and

WHEREAS, restorative practices allow individuals who may have committed harm to take full responsibility for their behavior by addressing the individual(s) affected by the behavior; taking responsibility requires understanding how the behavior affected others, acknowledging that the behavior was harmful to others, taking action to repair the harm, and making changes necessary to avoid such behavior in the future; and

WHEREAS, restorative practices are not intended to replace existing evidenced-based programs but are complemented and supported by Positive Behavior Interventions and Supports (PBIS), trauma-informed schools, and other social and emotional learning models that assist in building a foundation and culture of caring; programs and initiatives like PBIS complement restorative practices; and

WHEREAS, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board") accept restorative practices as a means of fulfilling the mission and vision for students in the [DISTRICT] (hereinafter, "District"); and

WHEREAS, adults employed by [CITY] agencies, the [CITY POLICE DEPARTMENT] (hereinafter, "CPD"), and district administration leaders and staff consider obtaining training in restorative practices and encouraging their use in schools and in the broader community; and

WHEREAS, whenever possible, [CITY COUNCIL], the Board, and the District will support the engagement of community-based organizations doing restorative justice work and actively seek to identify financial support for restorative practices programs;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the Board, the District encourages CPD to refer all appropriate cases to Restorative Group Conferencing as a diversion from the juvenile justice system; and

BE IT FURTHER RESOLVED that the City of [CITY], the District, and CPD will encourage the training of police officers, SROs, and community members in restorative practices and support the building of a community registry of trained facilitators who can handle issues that arise in their neighborhoods.

Sample Resolution on LGBTQ+ Issues

WHEREAS, it is the right of every child, regardless of gender identity, gender expression, intersex traits, or sexual orientation, to access a free public K-12 education and the [DISTRICT] (hereinafter, "District") welcomes and supports all students; and

WHEREAS, the District has a responsibility to ensure that all students who reside within its boundaries, regardless of gender identity, gender expression, intersex characteristics, or sexual orientation, can safely access a free public K-12 education; and

WHEREAS, the District recognizes that there are employees and educators of the highest caliber who are gay, lesbian, and transgender, and that all employees are valued members of the school community regardless of their gender identity, gender expression, intersex characteristics, or sexual orientation; and

WHEREAS, the District recognizes that the families in the community come in many different forms and the District values all families and students' caregivers, regardless of gender identity, gender expression, or sexual orientation; and

WHEREAS, [STATE OR LOCAL LAW] prohibits discrimination, including discrimination based on gender identity, gender expression, and sexual orientation; and

WHEREAS, in a landmark opinion *Bostock v. Clayton County* decided in 2020, the U.S. Supreme Court recognized that discriminating on the basis of actual or perceived sexual orientation or gender identity is always a form of sex discrimination, and federal law prohibits sex discrimination in employment and education; and

WHEREAS, even prior to the decision in *Bostock*, decisions by federal courts and guidance by the U.S. Department of Education recognized that discrimination against lesbian, gay, bisexual, transgender, queer/questioning (hereinafter, "LGBTQ+") individuals in schools is illegal; and

WHEREAS, Title IX and other federal civil rights laws prohibiting discrimination on the basis of gender identity and sexual orientation preempt local and state laws that conflict, and failure to comply with the requirements of these federal civil rights laws may expose the District to legal liability; and

WHEREAS, LGBTQ+ students as well as students with intersex characteristics and students who do not conform to certain cultural binary gender "norms" experience high rates of bullying, victimization, and harassment at school on the basis of their actual or perceived sexual orientation or gender identity, or that of their associates; and

WHEREAS, this bullying, victimization, and harassment has led to negative education outcomes for LGBTQ+ students, including higher rates of dropping out, higher rates of absenteeism, lower postsecondary school aspirations, and significant increases in anxiety, depression, and suicidality; and

WHEREAS, school-age years are a critical time for LGBTQ+ youth as they often "come out" or disclose their LGBTQ+ identities to others during that time; and

WHEREAS, creating a welcoming and safe school environment for LGBTQ+ students, staff, families, and caregivers makes the school community more welcoming and safe for all; and

WHEREAS, the District supports education that celebrates different identities; treats others with integrity and kindness; and has the courage to do what's right by listening to, learning from, and respecting diverse viewpoints; and

WHEREAS, education personnel are often the primary sources of support, resources, and information to assist and support students and student learning, which includes their social and emotional well-being;

NOW, THEREFORE, BE IT RESOLVED that the District prohibits discrimination against all persons, whether student, family/caregiver of a student, or district employee, on the basis of actual or perceived sexual orientation, gender identity, gender expression, or intersex characteristics or the actual or perceived sexual orientation, gender identity, gender expression, or intersex characteristics of their associates; and

BE IT FURTHER RESOLVED that the District prohibits bullying and harassment against all persons, whether student or district employee, on the basis of actual or perceived sexual orientation, gender identity, gender expression, or intersex characteristics or the actual or perceived sexual orientation, gender identity, gender expression, or intersex characteristics of their associates; and

BE IT FURTHER RESOLVED that the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board") declares the District to be a "safe space" for its students, meaning that the District is a place for students to learn, thrive, and seek assistance, information, and support free from discrimination and bullying; and

BE IT FURTHER RESOLVED that every school within the District shall, within 30 days of the date of this Resolution, take steps to create a safe climate for LGBTQ+ students, including designating an LGBTQ+ liaison and providing support for any LGBTQ+ student groups, including gay-straight alliances or gender and sexuality alliances; and

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create procedures to address anti-LGBTQ+ bullying and harassment, which will include procedures for how students may report bullying and harassment, prohibit retaliation against any student for reporting bullying and harassment, ensure that Title IX coordinators and all employees charged with implementing anti-discrimination policies receive appropriate training on LGBTQ+ issues, and require schools to track and report data on incidents of anti-LGBTQ+ bullying and harassment; and

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, review and modify its anti-discrimination policies to ensure that those policies prohibit LGBTQ+ discrimination; and

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this resolution, work with the relevant exclusive bargaining representatives to determine how LGBTQ+ anti-discrimination policies can best be incorporated in existing or future collective bargaining agreements; and

BE IT FURTHER RESOLVED that the District shall, within 30 days of the date of this Resolution, create a plan for professional development related to anti-LGBTQ+ bullying and harassment so that all district employees are trained to recognize and respond to anti-LGBTQ+ bullying and harassment; and

BE IT FURTHER RESOLVED that the District shall allow students and staff to use requested names and pronouns without requiring a legal name change or medical diagnosis; provide equal access to all programs and facilities, including access to bathroom and locker room facilities as needed for all students and staff that align with the students' and staff members' gender identity, and provide at least one gender-neutral bathroom; respect the privacy of all staff and students who are in transition; and allow students to participate in all physical education, athletics, and other extracurricular activities according to their gender identity, without requiring legal or medical documentation; and

BE IT FURTHER RESOLVED that any dress code for district employees or students should be gender neutral; and

BE IT FURTHER RESOLVED that the District and schools shall incorporate LGBTQ+ people and issues in school curricula, including in health and sex education; school libraries shall include materials that portray LGBTQ+ figures in a positive light; the District and schools shall ensure that the curricula include diverse perspectives, especially LGBTQ+ people of color and issues specific to communities of color; and

BE IT FURTHER RESOLVED that schools shall provide students with access to LGBTQ+ resources; and

BE IT FURTHER RESOLVED that the District shall designate October as LGBTQ+ History Month and June as LGBTQ+ Pride Month (the District also may consider recognizing March 31 as International Transgender Day of Visibility and, on a Friday in April every year, approving students' participation in the Day of Silence, a demonstration against bullying and harassment of LGBTQ+ students in schools); and

BE IT FURTHER RESOLVED that the District shall post this Resolution at every school site and distribute it to district staff, students, and parents/guardians using usual means of communication, and that the Resolution will be translated into all languages spoken by students at home; and

BE IT FURTHER RESOLVED that the Superintendent shall report back on compliance with this Resolution to the Board at its next meeting; and

BE IT FURTHER RESOLVED that the Board affirms that certificated district employees have the academic freedom to discuss this Resolution during class time, provided it is age-appropriate, and students are to be made aware that district counselors are available to discuss the subjects contained in this Resolution; and

BE IT FURTHER RESOLVED that after-school providers and other vendors and service providers who contract with the District shall be notified of this Resolution within 30 days and required to abide by it.

Sample Resolution on Supporting LGBTQ+-Inclusive Curriculum

WHEREAS, the [DISTRICT] (hereinafter, "District") celebrates the diversity of its students, staff, and community and is committed to ensuring that instructional materials used in the classroom reflect the lives, experiences, and cultures of its students; and

WHEREAS, the District values nurturing learning and teaching environments that respect and affirm all students, families, educators, and staff, including those of marginalized gender identities or sexual orientations, and is committed to ensuring that all students can thrive; and

WHEREAS, creating a welcoming and safe school environment for LGBTQ+ students, staff, families, and caregivers makes the entire school community more welcoming and safer for all; and

WHEREAS, the District recognizes that the families in our community come in many different forms, and the District values all families and caregivers, regardless of gender identity, gender expression, or sexual orientation; and

WHEREAS, [STATE OR LOCAL LAW] prohibits discrimination, including discrimination based on gender identity, gender expression, or sexual orientation; and

WHEREAS, [STATE OR LOCAL LAW OR POLICY/POLICIES] prohibit[s] harassment and bullying or cyberbullying in schools, including on the basis of race, sex (including sexual orientation, gender identity, and gender expression), national origin, disability status, and other protected characteristics; and

WHEREAS, the [STATE DEPARTMENT OF EDUCATION] has established curricula and teaching standards that require inclusive education, pursuant to [STATE OR LOCAL LAW] [OR, IF APPLICABLE, STANDARD(S) WHICH MAY ENCOURAGE ACCEPTANCE OF OTHERS, PROMOTE "TOLERANCE," ETC.]; and

WHEREAS, research indicates schools that teach inclusive curricula and establish an affirming culture have higher student achievement and reduced bullying; and

WHEREAS, lesbian, gay, bisexual, transgender, queer, and other sexual and gender diverse (LGBTQ+) people have contributed to the full sweep of U.S. history, science, mathematics, literature, culture, arts and civic life, often while facing systemic discrimination, exclusion, and erasure; and

WHEREAS, students have the right to learn and educators have the responsibility to teach the full truth of our country's history, in accordance with district and state curriculum standards, through research-tested pedagogical approaches; and

WHEREAS, many communities across the country have faced misguided attacks regarding the instruction occurring in schools; and

WHEREAS, inclusive curricula and policies that support and affirm all students and families are more important than ever, especially in the current political climate of dehumanizing rhetoric toward transgender people and attacks on students’ rights; and

WHEREAS, curricula that allow all students to see themselves and include the full diversity of their identities, histories, and experiences as well as policies that promote respect for all students, families, and staff are important for the education, safety, and well-being of all students;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR] by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”), the District condemns all forms of bigotry in its schools and community and stands steadfast in its commitment to foster an inclusive educational environment where every student, educator, and community member is treated with dignity and respect; and

BE IT FURTHER RESOLVED that the District formally recognizes and honors the historical and ongoing contributions of LGBTQ+ people to schools, communities, and society; and

BE IT FURTHER RESOLVED that the District stands behind its curricular materials, and the District further shall:

1. Reaffirm that its curricula are pedagogically sound, age-appropriate, and high-quality, in line with standards set out by the [STATE DEPARTMENT OF EDUCATION] [OR, IF APPLICABLE, DESCRIPTION OF STANDARD(S) THAT MAY REQUIRE INCLUSIVE EDUCATION, ENCOURAGE ACCEPTANCE OF OTHERS, PROMOTE “TOLERANCE,” ETC.];
2. Support inclusive education that centers students’ diverse identities, families, and communities, allowing students to see themselves reflected in the classroom;
3. Reject any efforts to censor or treat LGBTQ+-inclusive books and curricula as presumptively objectionable;
4. Affirm the right of our schools to include books and other media that feature LGBTQ+ characters and themes in classrooms and school libraries; and
5. Encourage schools to incorporate LGBTQ+ people and issues as part of the curricula, including in sexual health education, and support age-relevant educational opportunities that highlight the contributions of LGBTQ+ individuals as part of a comprehensive and inclusive understanding of history and civic life; and

BE IT FURTHER RESOLVED that the District fully supports its educators and staff who teach District curricula and [STATE] academic standards in a manner inclusive to all, and the District further shall:

1. Support and defend the use of teaching materials that incorporate diverse identities and represent LGBTQ+ people in a positive light;
2. Honor the training, expertise, and professional judgment of its educators and staff, and respect pedagogical approaches that incorporate LGBTQ+-friendly materials in an inclusive and age-appropriate way;
3. Ensure that educators and staff are not punished for teaching [STATE] standards, utilizing LGBTQ+-inclusive materials, responding to student questions, or acknowledging the identities of students and families as part of responsive instruction;

4. Reaffirm all students have the right to be themselves, talk about LGBTQ+ issues, and share about their identities and their families;
5. Protect educators and staff from a hostile work environment if they are threatened or harassed for teaching LGBTQ+-inclusive content or advocating for inclusive curricula or policies; and
6. Commit to dedicating time in schools for ongoing professional development, culturally responsive training, book studies, celebrations of diversity that center LGBTQ + people, critical conversations among staff and with students, and establishing community partnerships to support this work; and

BE IT FURTHER RESOLVED that the District reiterates its commitment to inclusive education and reaffirms every student—regardless of sex, gender identity or expression, sexual orientation, race, language, country of origin, religion, disability status, or family income—has the right to be free from harassment and discrimination in schools.

Sample Policy on Inclusive Learning Environments

Purpose

Discrimination and harassment on the basis of sex—including discrimination and harassment on the basis of sexual orientation and gender identity—is prohibited under federal, [STATE], and [LOCAL] law and is against the Policy of the District.

Bullying, harassment, and intimidation based on actual or perceived sex, sexual orientation, or gender identity or expression is prohibited in the District. District schools address bullying, harassment, and intimidation in compliance with its disciplinary policies and regulations, which include education and providing students and staff with appropriate resources and supports. The Board acknowledges that the transfer of students who are victims of bullying, harassment, or intimidation to a different school is not a preferred mode of responding, and such response should only be considered in consultation, agreement, or at the request of the victim and their parents and families.

Definitions

Bullying/Harassment/Intimidation: Intentional conduct—including verbal, physical, or written—or intentional electronic communication that creates a hostile learning environment by substantially interfering with a student’s educational benefits, opportunities, or performance or with a student’s physical or psychological well-being and is: (1) motivated by an actual or perceived personal characteristic of sex, sexual orientation, gender identity, or gender expression; (2) threatening or seriously intimidating; (3) occurs on school property, at a school activity or event, or on a school bus; or (4) substantially disrupts the orderly operation of a school.

Gender Expression: The manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyles, activities, voice, or mannerisms.

Gender Identity: A person’s deeply held sense or psychological knowledge of their own gender, which can include being female, male, another gender, or no gender. Gender identity is an innate and largely inflexible part of a person’s identity. One’s gender identity can be the same or different than the gender assigned at birth. The responsibility for determining an individual’s gender identity rests with the individual.

Gender Nonconforming: A term for people whose gender expression differs from stereotypical expectations, such as “feminine” boys, “masculine” girls, and those who are perceived as androgynous. This includes people who identify outside traditional gender categories or identify as multiple genders. Other terms that can have similar meanings include gender diverse or gender expansive.

Non-Binary/Genderqueer: Terms used by those who identify with neither, both, or a combination of genders.

Sexual Orientation: A person’s romantic and/or physical attraction to people of the same or opposite gender or other genders. Transgender and gender nonconforming people may have any sexual orientation.

Transgender: An adjective describing a person whose gender identity or expression is different from that traditionally associated with an assigned gender at birth.

Transition: The process in which a person goes from living and identifying as one gender to living and identifying as another. Transition is a process that is different for everyone, and it may or may not involve social, legal, or physical changes. There is no one step or set of steps that an individual must undergo in order to have their gender identity affirmed and respected.

Policy Statement

This Policy is designed to provide an overarching framework and assurances that all students will be safe, welcomed, and affirmed. Depending on privacy needs or a transgender student's own personal transition, school staff are authorized to work with students (and their parents and/or families, if students explicitly wish) to provide options that may support a student's needs.

Privacy/Confidentiality

The District respects the rights of students to express their gender identity or expression as they wish. Transgender and gender nonconforming students have the right to discuss and express their gender identity and expression openly and to decide where, when, and with whom to share private information. The fact that a student may wish to use a different name or pronoun at school or disclose their transgender or gender nonconforming status to school staff does not authorize school staff to disclose a student's personally identifiable or medical information.

The District will ensure all personally identifiable and medical information relating to transgender and gender nonconforming students will be kept confidential according to applicable federal, state, and local privacy and student records laws.

Use of Preferred Names/Official Records

Names/Pronouns: The District recognizes the right of every student to be referred to by their preferred name and pronoun. All staff who work with students will have access to a current and complete list of preferred names and pronouns for all students and will use them in every interaction, unless the interaction could compromise student privacy.

Student Records: Each school is required to maintain an official student record of each student, which includes the legal name of the student and birth gender. Official student records can be modified as stipulated under state law and/or in accordance with State Department of Education regulations.

Access to Gender-Segregated Facilities

Students, including non-binary students, should determine which facilities are consistent with their gender identity. All students must have access to facilities—including restrooms, locker rooms, or changing facilities—that correspond to their gender identity. Access is provided without any additional complicating procedure.

Any student, regardless of gender or gender identity or expression, who is uncomfortable for any reason using a gender-segregated facility will be provided a safe and non-stigmatizing alternative. Options include, but are not limited to, privacy curtains, provisions to use private

restrooms or office restrooms, or a separate changing schedule. These options are provided to any student without question or complicating procedures required. Under no circumstance is any student required or directed to use a private-use facility.

Participation in Sports and Physical Education Classes

Students are permitted participation in school sports and physical education classes in a manner consistent with their gender identity. The gender identity of student-athletes is not required to be disclosed to coaches, teammates, opponents' coaches, or anyone else if not authorized by the student. If special events, such as out-of-state tournaments or competitions, specify particular disclosures, those will be discussed in advance and confidentially with the student.

Overnight Field Trips

The comfort of all students is paramount in the decisions around overnight field trips. Maximizing students' social integration may be achieved by applying these guidelines:

1. Make arrangements in consultation with the student; if the transgender or gender nonconforming student's parents or caregivers are involved and supportive, they should also be consulted;
2. Be sensitive to the need to maintain the student's privacy and not disclose or require disclosure of the student's transgender or gender nonconforming status to other students or their parents without the consent of the transgender or gender nonconforming student and/or the student's parents or caregivers;
3. Allow students the opportunity to room with others according to their gender identity; and
4. Make efforts to accommodate any student who desires greater privacy; however, no student should be isolated.

Activities

Dress codes designated for school events like dances, graduations, and other ceremonies shall be gender neutral.

Training and Professional Development

All district personnel who work directly with students are required to participate in or have access to annual training that includes:

1. The importance of privacy for all students as well as an overview of the legal and other implications of disclosing gender identity to parents or caregivers;
2. Terms, concepts, and current developmental understandings of gender identity, gender expression, and gender diversity in children and adolescents;
3. Developmentally appropriate strategies for communication with students and parents or caregivers about issues related to gender identity and gender expression that protect student privacy;
4. Developmentally appropriate strategies for preventing and intervening in bullying incidents, including cyberbullying;

5. Classroom management practices, curriculum, and resources that educators can integrate into their classrooms to foster a more gender-inclusive environment for all students; and
6. This Policy.

(Acknowledgement to Frederick County Public Schools, Maryland, for the use of their policy in creating this sample.)

Sample Resolution on Disability Rights and Inclusion in Schools

WHEREAS, it is the right of every child, regardless of ability, to access a free appropriate public education and the [DISTRICT] (hereinafter, “District”) welcomes and supports all students; and

WHEREAS, the District believes that a high-quality public education for all students is one of the essential foundations to prepare our students for futures where they will thrive; and

WHEREAS, the District recognizes that in addition to the student population, there are employees and educators of the highest caliber who are valued members of the school community who have either apparent or non-apparent disabilities; and

WHEREAS, the Individuals with Disabilities Education Act (IDEA) ensures that all eligible students identified with a disability receive special education and related services to address their individual needs in the least restrictive environment as documented in their individualized education program (IEP); and

WHEREAS, the Americans with Disabilities Act (ADA) prohibits discrimination against and guarantees equal access and opportunities for all people with disabilities; and

WHEREAS, §504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of disability and provides protections for students and educators with disabilities from exclusion and unequal treatment and necessitates access to modifications, accommodations, and services to allow those with disabilities to access the same opportunities as their non-disabled peers; and

WHEREAS, students with disabilities experience higher exclusionary discipline rates, are referred to police more often, more often are subjected to restraint or seclusion, and are chronically absent more than their non-disabled peers leading to lower academic achievement, higher likelihood of dropping out, and higher incidences of juvenile incarceration; and

WHEREAS, 67 percent of students with disabilities who have IEPs spend 80 percent of their time in the general education classroom; and

WHEREAS, the dominant culture views the corporeal standard as ideal and fails to value neuro-divergent individuals and focuses on physical and cognitive impairments without recognizing the negative impact of disabling environments and fosters disability stigma and ableism; and

WHEREAS, disability is only one facet of an individual’s identity, additional attributes of their identities (e.g., sexual orientation, age, religion, race) can magnify discrimination and marginalization;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], by the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”), the District shall prohibit discrimination against all persons—whether student, district employee, family member, or community member—on the basis of disability; and

BE IT FURTHER RESOLVED that the District shall commit itself to including persons with disabilities in all plans and actions aimed at improving or addressing issues related to disabilities; and

BE IT FURTHER RESOLVED that the District shall utilize a workload analysis model to account for the time that special educators need to provide direct and indirect services and supports to meet the individual needs of their students as outlined in their IEP in the least restrictive environment; and

BE IT FURTHER RESOLVED that in addition to special educators, paraeducators, and specialized instructional support personnel (SISP), the District shall create and implement a plan for professional learning opportunities to ensure that general educators understand the full range of supports and services that are available to students with disabilities in the general education classroom and how to implement them; and

BE IT FURTHER RESOLVED that the District shall provide information to educators and employees, both those with a record of having or are otherwise regarded as having a substantial impairment, of their rights to reasonable accommodations and modifications to ensure enjoyment and privileges of employment to the same degree as their non-disabled peers and shall provide all reasonable accommodations and modifications; and

BE IT FURTHER RESOLVED that the District shall provide training for all educators and employees in evidence-based training aimed at reducing exclusionary discipline practices, informal removals, law enforcement referrals, and mitigating the use of seclusion and/or restraint; and

BE IT FURTHER RESOLVED that the District shall create a plan to build educator and employee understanding of the disability-inclusive culture, recognizing and responding to negative attitudes and stereotypes of those with disabilities, recognizing and responding to ableist language and actions, and how intersectionality amplifies discrimination for those with disabilities; and

BE IT FURTHER RESOLVED that the District shall work with those in their community who are most impacted by ableism—individuals with disabilities—to follow their lead in a continuous process of identifying and dismantling disabling environments and barriers to access for students, educators, employees, families, and community members.

Sample Resolution on Budget Transparency

WHEREAS, the annual budget is the strongest statement of priorities of the [DISTRICT] (hereinafter, "District") for its students, educators, and public schools, and as such, it is important that interest holders are involved in its development; and

WHEREAS, interest holder engagement and collaboration may enhance the effectiveness of the District and [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board"), expand its range of options, improve the quality of its decisions, and enlist the problem-solving capacities of interest holders; and

WHEREAS, meaningful public involvement can help interest holders understand the choices that budgeting entails and assist policymakers in better understanding the programs and services interest holders value most; and

WHEREAS, increased public understanding about the budget can lead to greater support for budgetary decisions as well as for measures to increase revenues and their effective use; and

WHEREAS, transparency about the budget process promotes public trust and confidence in the stewardship of taxpayer dollars;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], the Board shall adopt and make publicly available an interest holder participation policy to guide the District's and Board's development and implementation of a budget; and

BE IT FURTHER RESOLVED that the interest holder participation policy shall include a budget calendar that identifies specific opportunities for interest holder input where district and board officials are available to explain issues and choices and to receive comments; and

BE IT FURTHER RESOLVED that the interest holder participation policy shall include education and outreach strategies that reflect the diverse ways that interest holders receive information; and

BE IT FURTHER RESOLVED that interest holder input shall be obtained in multiple ways, such as through advisory committees, round-table briefings, and public hearings, among others, and shall not be limited to a single approach; and

BE IT FURTHER RESOLVED that interest holder input shall be broadly accessible in terms of location, time, and language and by individuals with disabilities; and

BE IT FURTHER RESOLVED that all budget documents and related materials made available to interest holders shall be presented in a clear and readily comprehensible format, and that multiple formats shall be used that are both tailored to the needs of various interest holders and for accessibility; and

BE IT FURTHER RESOLVED that the interest holder participation policy shall include a requirement for the District and the Board to report publicly on how it has engaged and shall continue to engage in meaningful consultation with interest holders, how it provided the public the opportunity to provide input into the development of the budget and a summary of the input, and how it took such input into account.

Sample Resolution on Transitioning to 100 Percent Renewable Energy or Carbon Neutrality

WHEREAS, the Intergovernmental Panel on Climate Change (IPCC) and climate scientists from around the world have declared a climate crisis requiring a significant reduction of greenhouse gas emissions by 2030 and net zero carbon by 2050 to mitigate the most catastrophic and irrevocable changes to the climate; and

WHEREAS, impacts of climate change will continue to be felt in [STATE OR DISTRICT] in the form of [TYPE OF EXTREME WEATHER THAT MOST AFFECTS LOCAL AREA], leading to disparate health impacts; and

WHEREAS, the [LOCAL AREA] community stands to benefit when collaborative approaches are taken to address the negative impacts of climate change; and

WHEREAS, staff and student health and wellness and student academic achievement are connected directly to the health of our environment; and

WHEREAS, reductions in emissions from toxic energy sources that cause climate change and contribute to cardiovascular, respiratory, neurological, and other illnesses and health impacts result in tangible improvements in student health and performance, particularly among the youngest and most vulnerable children; and

WHEREAS, students riding in diesel school buses breathe in four times as much diesel exhaust as the passengers in a car driving in front of the bus, which leads to an exposure 23-46 times the cancer risk level considered significant under federal law, and learning outcomes are improved in school districts with reduced diesel exhaust exposure; and

WHEREAS, investments in energy efficiency and HVAC systems resulting in better indoor air quality and lighting in schools have been documented to improve both academic performance and student health; and

WHEREAS, Native People, Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander communities, people with disabilities, and under-resourced urban and rural communities bear the greatest burdens from negative climate impacts, including, but not limited to, greater exposure to pollution and greater vulnerability to extreme weather; and

WHEREAS, K-12 schools and institutions of higher education have an important role to play in reducing emissions from buildings as they are major energy consumers; and

WHEREAS, [DISTRICT] (hereinafter, "District") is invested in achieving [CLEAN ENERGY GOAL]; and

WHEREAS, districts and cities throughout the country are making commitments to run on reduced energy usage or 100 percent clean, renewable energy to improve public health and help combat climate change; and

WHEREAS, energy improvements can make schools and communities more resilient in the face of climate and natural disasters by serving as emergency hubs that ensure community members have access to heat, light, and clean air when grid power fails or outdoor air quality is unsafe; and

WHEREAS, energy-related expenses are the second-largest expenditure in school district budgets, and savings from energy costs that result from clean energy can be redirected into classrooms and student learning; and

WHEREAS, the federal government has invested more than \$695 billion since 2021 to update the national infrastructure and support clean energy projects;

NOW, THEREFORE, BE IT RESOLVED that the District establishes goals to meet [CLEAN ENERGY GOAL] by [DATE] of [MONTH, YEAR]; and

BE IT FURTHER RESOLVED that the District will assemble a task force that includes district staff, community members, students, families, educators, energy experts and providers, labor partners, and clean energy advocates by [DATE] of [MONTH, YEAR] to develop an implementation and long-term sustainability plan to meet the district’s clean energy goals; and

BE IT FURTHER RESOLVED that the plan includes a cost-benefit analysis aimed at maximizing long-term benefits to the District; and

BE IT FURTHER RESOLVED that the District identifies federal government initiatives, grant opportunities, and other external funding sources to assist in efforts to implement major energy efficiency improvements; and

BE IT FURTHER RESOLVED that the plan includes measures that enhance equity through prioritizing underserved communities in infrastructure investments, workforce development, and student learning opportunities; and

BE IT FURTHER RESOLVED that the plan supports strong labor and community workforce agreements that create employment opportunities in the community; and

BE IT FURTHER RESOLVED that the plan explores opportunities to make neighborhoods and communities more resilient through turning schools into community hubs; and

BE IT FURTHER RESOLVED that the District adopts a zero-waste philosophy, identifies and implements sustainable practices throughout its buildings and campuses, and develops a waste infrastructure that includes compost, recycling, and e-waste recycling to instill a culture of sustainability;

BE IT FURTHER RESOLVED that the District will prioritize low or zero-emission vehicles when purchasing any new vehicles, when possible; and

BE IT FURTHER RESOLVED that the District will consider climate and environmental justice and Tribal priorities in building renovations, transportation, food, and other relevant decision-making; and

BE IT FURTHER RESOLVED that the District develops a strategy and timeline for increasing energy efficiency and decreasing emissions through this plan to meet the goals of this Resolution.

Sample Policy on Sustainability, Climate Justice, and Addressing the Climate Crisis in Schools

Purpose

In response to the escalating climate crisis and the harm done to students, families, and society, the [DISTRICT] (hereinafter, "District") is committed to immediately mobilizing resources toward climate education, action, and solutions. The purpose of this policy is to:

1. Affirm the District's commitment to addressing the climate crisis in schools and advancing climate justice;
2. Set the expectation for environmentally sustainable practices in district buildings to promote the health and wellness for all students and staff;
3. Promote educational opportunities that allow students and staff to understand the personal, schoolwide, and societal consequences of climate change; and
4. Create healthy environments for teaching and learning.

Issues

The District recognizes the scientific consensus that global climate change is largely caused by human activity, resulting in significant, measurable damage to the earth and its inhabitants.

The District believes that humans must take immediate steps to change activities that contribute to global climate change, including developing and implementing environmentally sound practices that abate global climate change and bring justice to the communities who suffer most from its negative impacts.

The District aims to educate and empower students as leaders in advancing climate solutions and a just transition to a sustainable district, city, and planet. The District's goal is for all students to be environmentally literate and able to learn about climate change, solutions, and justice across all subjects and grade levels that align with [STATE] standards.

The District understands that Native People, Asian, Black, Latin(o/a/x), Middle Eastern and North African, Multiracial, and Pacific Islander communities, people with disabilities, and under-resourced urban and rural communities bear the greatest burdens from negative climate impacts, including, but not limited to, greater exposure to pollution and greater vulnerability to extreme weather. Any climate actions or solutions must prioritize, elevate, and engage these communities to advance equity and environmental justice.

The District seeks to create a healthy environment for all students and staff through reducing its own greenhouse gas emissions. The District also seeks to take advantage of cost savings through energy conservation and transitions to clean energy.

Policy

The District shall take steps to prepare schools for the effects of climate change and will ensure staff and students learn about and engage in climate solutions, climate resiliency, and climate justice practices.

Climate and Environmental Education

The district superintendent, or appropriate designee, shall develop an environmental education program that is aligned with state academic standards and curriculum frameworks. The [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, "Board") directs the District to provide regulations that include, but are not limited to, the following components:

1. Research and recommendation of curriculum for adoption;
2. Best practices for instruction;
3. A resource guide for educators of all subjects and grade levels to use to teach climate literacy and develop project-based learning initiatives;
4. Ongoing learning opportunities for educators; and
5. Financial resources to fully implement these goals.

The district superintendent, or appropriate designee, shall encourage school administrators to take advantage of the numerous benefits of learning outdoors, where possible. The District shall maintain school grounds with reference to best practices in organic management and integrated pest management.

Emissions Reduction

The District will reduce its greenhouse gas emissions by [NUMBER] percent by [YEAR] and reach net zero emissions by [YEAR].

Additionally, the District shall establish strategies and metrics to complete the following:

1. Encourage and support the efforts of students and staff on individual campuses to implement environmental stewardship behaviors;
2. Operate school buildings and facilities to conserve energy and water, reduce pollution and waste, promote responsible land development, and deliver a high-quality indoor environment with access to fresh air and daylight;
3. Optimize use of energy and water in facilities;
4. Reduce landfill waste through recycling and composting;
5. Plan for school buildings to be used as emergency sheltering, where possible;
6. Design all new buildings and renovate existing buildings as close to net zero energy projects as possible;
7. Plan opportunities for energy efficiency projects on school sites;
8. Provide a healthy and safe environment for students and staff through best practices for indoor air quality;
9. Purchase and utilize electric or reduced emission school buses, when possible;
10. Phase out fossil fuel infrastructure in all existing buildings;
11. Increase green spaces and shade trees, with highest priority in low-canopy neighborhoods;

12. Include climate change impacts (such as flooding, landslides, and wildfires) as risks in district real property asset management; and
13. Any other relevant issues related to emissions reduction and energy cost savings related to the District.

Sample Resolution for Labor-Management Collaboration for Student Success

WHEREAS, the [DISTRICT] (hereinafter, “District”) has a commitment to the success of all students and holds this as its primary responsibility; and

WHEREAS, the [SCHOOL DISTRICT GOVERNING BOARD] (hereinafter, “Board”) recognizes that the local educator union(s) and its members share this deep commitment to students; and

WHEREAS, schools face a set of challenges today that require shared responsibility for solution-building among both educators and administrators; and

WHEREAS, partnerships between district administration and the local educator union(s) to work collaboratively on student-centered issues are effective pathways to defining this shared responsibility and fostering intentional pursuit of shared goals; and

WHEREAS, student outcomes are improved when schools are more collaborative environments; and

WHEREAS, collaboration in schools and districts leads to increased educator efficacy, stronger mentoring relationships between educators, higher educator retention rates, and perceptions by staff that both school administrators and educator union representatives are trusted professional resources; and

WHEREAS, labor-management collaboration is best implemented not merely as positive relationships between individual administrators and educator union leaders, but as a system that creates lasting structures for shared solution-building; and

WHEREAS, the Board recognizes the positive impact that labor-management collaboration between district administration and the educator union(s) can have on the public school system;

NOW, THEREFORE, BE IT RESOLVED that, on [DATE] of [MONTH, YEAR], the Board authorizes the District to engage in labor-management collaboration practices with educator union(s) and other community interest holders; and

BE IT FURTHER RESOLVED that the district administration will work with the local educator union and other community interest holders to establish district- and school-level systems to define common goals, share responsibility for identifying challenges and solutions, engage in collaborative decision-making, and participate in joint implementation of initiatives designed to improve educator efficacy and student outcomes; and

BE IT FURTHER RESOLVED that the District and its partners will identify resources for best practices in labor-management collaboration and engage in joint learning opportunities that support implementation of best practices; and

BE IT FURTHER RESOLVED that the District will report its progress on implementing labor-management collaboration structures and strategies to the Board not less than once per quarter.

Sample Charter/MOU for Labor-Management Collaboration Partnership Between District and Local Association(s)

The following Mission Statement, Principles, and Behaviors represent the collective guiding statements of the [DISTRICT] (hereinafter, "District") and the [UNION] (hereinafter, "Union"), who have agreed to partner in improving student outcomes.

Mission Statement

[INSERT MISSION STATEMENT OR USE THE FOLLOWING]

The partnership between the District and the Union, [INSERT NAME OF PARTNERSHIP, IF APPLICABLE] (hereinafter "Partnership"), is a collaborative effort to improve student outcomes and enhance the teaching and working environment for faculty, staff, and administrators through the institutional partnering of colleagues in the District and the Union. Faculty and administration should have a voice in decisions that reflect the collaborative efforts of the partnership, emphasizing a common understanding of the issues, joint research, sharing of information, mutual respect, and working together to ensure each other's success.

Principles

[INSERT AGREED-UPON PRINCIPLES AND/OR SHARED VALUES OF THE PARTNERSHIP OR USE THE FOLLOWING]

The following guiding principles of the Partnership are critical to long-term success:

1. All students can succeed, and the District and the Union will work together to ensure their success;
2. All needed support will be made available to schools to ensure every student succeeds, and the District and the Union will work together to ensure this happens;
3. All students deserve the highest-quality educators in the profession, and the District and the Union will work together to hire, train, and retain these professionals;
4. All employees contribute to student success;
5. The District and the Union are dedicated to maintaining an organizational structure that encourages sustainable collaboration among education professionals; and
6. Both district administration and the educator union are essential components of the public school system, and the District and the Union commit to each another's success: We Won't Let Each Other Fail.

Behaviors

[INSERT AGREED-UPON BEHAVIORS OR USE THE FOLLOWING]

The guiding behaviors of the Partnership are as follows:

1. We will respect each other;
2. We will be honest with each other;
3. We will not “sugar coat” difficult issues;
4. We will disagree without being disagreeable;
5. We will maintain confidentiality;
6. We will seek shared understanding of the issues that affect educators and students;
7. We will work hard to understand the core of one another’s jobs;
8. We will seek to make a difference through active participation and contributions;
9. We will genuinely consider and reflect upon one another’s comments, suggestions, and concerns;
10. We will solve problems rather than win arguments; and
11. We will both “own” shared decisions.

This Charter Statement does not preclude the goals and objectives of individual schools to pursue their own partnership priorities. The leadership teams of the District and the Union will work with the schools to achieve their individual priorities.

This Charter Statement defines the principles and behaviors by which the signatory parties jointly and singularly agree relating to the Partnership.

We, the undersigned, accept that the above noted Mission Statement, Principles, and Behaviors will guide the actions and practices of the District and the Union as we work together to improve student outcomes.

Let it be resolved that, on [DATE] of [MONTH, YEAR], the District and the Union created this agreement to codify this Partnership [OR INSERT NAME OF PARTNERSHIP, IF APPLICABLE].

Date: [Date]

[DISTRICT]

Signature:

Title: School Board President

Signature:

Title: School Board Vice
President

Signature:

Title: School Board Clerk

Signature:

Title: Board Member

Signature:

Title: Board Member

Signature:

Title: Superintendent

[UNION]

Signature:

Title: President

Signature:

Title: Vice President

Signature:

Title: Secretary-Treasurer

Sample Policy on Joint Labor-Management Benefits Advisory Committees

There shall be a joint labor-management Benefits Advisory Committee (hereinafter, "Committee") to provide recommendations for maintaining high-quality and affordable benefits. It is understood that the Committee recommendations do not constitute negotiations and only are advisory.

The focus of the Committee shall include, but is not limited to:

- ▶ Make recommendations on cost containment strategies;
- ▶ Study, discuss, and recommend possible plan design changes and rate setting;
- ▶ Develop strategies to educate employees regarding benefit plans;
- ▶ Make recommendations on the insurance fund balance/reserve;
- ▶ Make recommendations on the budget for funding employee benefits;
- ▶ Evaluate insurance vendor bids;
- ▶ Participate in benefit bid process;
- ▶ Review monthly reports of claims data compared to cost projections to be aware of the trends;
- ▶ Review health and prescription drug data; and
- ▶ Survey employees.

Within HIPAA guidelines, the Committee will be provided with full access to plan utilization and vendor performance as well as outcome and cost data, including vendor contracts, to help facilitate their work toward increasing market transparency and reducing costs.

The Committee will meet a minimum of four times per year. [NOTE: MEETING FREQUENCY CAN BE ADJUSTED BUT SHOULD NEVER BE LESS THAN QUARTERLY.] The Committee will report to the [JOB TITLE, SUCH AS CHIEF BUSINESS AND TECHNOLOGY OFFICER, DIRECTOR OF BENEFITS, ETC.] on its work as needed. A copy of their report(s) will be forwarded to the President of the [EMPLOYEE ORGANIZATION(S)/ASSOCIATION/UNION] (hereinafter, "Association/Union") for possible use in negotiations.

The Committee shall consist of an equal number of representatives from the Association/Union and [EMPLOYER] (hereinafter, "Employer") as follows:

- ▶ Up to [NUMBER] representatives appointed by and representing the Board;
- ▶ [NUMBER] representatives from each bargaining unit within the Association/Union (Certificated and ESP), appointed by the President who is a current employee, or the President may appoint themselves;
- ▶ [NUMBER] representative from each of the other employee groups, appointed by their President, or the President may appoint themselves; and
- ▶ [NUMBER] individuals representing the retired employees' association.

If necessary, the Association/Union representative appointed to the Committee shall be released from their duties, without loss of salary, for meetings of the Committee held during the duty day.

Once appointed, the committee members shall select two co-chairs: one representing the Association/Union and one representing the Employer. The Committee shall develop operational procedures to assist them in their work, which may include subject matter experts, to support the focus of the Committee as indicated above.

The Committee shall have no authority to change, delete, or modify any of the terms of the existing Agreement between the Parties or settle grievances arising under the Agreement.

NOTES:



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Washington, DC 20036-3290