

# **NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA**

## **2023-2024 NEA RESOLUTIONS**

### **SUMMARY OF WINTER COMMITTEE MEETING ACTIONS**

**FEBRUARY 24-25, 2024**

**This document contains the complete 2023-2024 NEA Resolutions document, plus a summary of the work conducted by the NEA Resolutions Committee during its annual winter meeting. The summary and resolutions are made available to delegates for consideration prior to the virtual open hearing on resolutions on June 18, 2024 and the Representative Assembly on July 4-7, 2024.**

**The Resolutions Committee convenes for its final meeting of the year on July 2-3, 2024. Following this meeting an official report containing all resolutions amendments and new resolutions proposed by the committee is distributed to delegates and posted to the RA website on July 4, 2024.**

# FOREWORD

## Consideration of Resolutions

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution. NEA resolutions—organized in goal areas lettered A through J—are adopted by the Representative Assembly.

For purposes of the NEA Representative Assembly, this document is posted to the Delegate Resources page of the RA website at [www.nea.org/ra](http://www.nea.org/ra). The summary provides information on the committee's work completed during its winter meeting on February 24–25, 2024. The summary report and the complete list of NEA resolutions are made available to delegates for consideration prior to the virtual open hearing on resolutions on June 18, 2024, and Representative Assembly on July 4–7, 2024.

The Resolutions Committee conducts the open hearing to discuss the development of its final report and receive for its consideration any additional proposals submitted by delegates. After the hearing the committee convenes for its final meeting of the year on July 2–3, 2024, and prepares the *Report of the 2023–2024 NEA Resolutions Committee*, which contains all proposed revisions it has approved at both its winter and summer meetings and is recommending to the RA for final action. The report is posted to [www.nea.org/ra](http://www.nea.org/ra) and distributed to delegates on the morning of July 4, 2024.

Delegates wishing to amend the committee's report by amendment to a resolution or submission of a new resolution must do so no later than 4:00 pm on the first day of the Representative Assembly. After 4:00 pm on the first day, amendments will remain in order only for new resolutions and amendments to resolutions that have been properly submitted prior to the deadline. Such amendments must be submitted not later than two hours before the opening of the Representative Assembly on the day on which the Resolutions are to be considered by the body. All items must be submitted electronically as instructed on the online platform provided.

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

- **Summary of Winter Actions** (this booklet) for reviewing existing resolutions and for proposing amendments at the open hearing on resolutions on June 18, and—through 4:00pm on the first day of the RA—for proposing amendments to resolutions that appear in the committee's final report published and distributed on July 4, or to any other existing resolutions that appear in the summary booklet.
- **Final Report of the 2023–2024 NEA Resolutions Committee** for reviewing the final recommendations by the committee to the RA and for proposing changes to any resolutions appearing in the report through 4:00pm on the first day of the RA.
- **RA Today** daily newspapers for delegates and delegations to prepare for the amendments and the order they will be considered when the Resolutions chairperson presents the committee's report at the RA, and for proposing amendments to proposed resolutions amendments officially appearing in the daily *RA Today*. Such items must be submitted no later than two hours before the opening of the RA on the day on which resolutions are to be considered by the body.

The definition of an NEA resolution; composition, election, and duties of the Resolutions Committee; and procedures for submitting resolutions are set forth in NEA Standing Rule 7.

## Resolutions Adopted by the Representative Assembly

Resolutions adopted by the Representative Assembly shall continue in force until the next Representative Assembly acts upon the report of the Resolutions Committee. All resolutions adopted by the Representative Assembly shall be published as official NEA resolutions.

Throughout the year NEA members may visit the Policy Resource Center at [www.nea.org/policyresourcecenter](http://www.nea.org/policyresourcecenter) to read and/or submit amendments electronically for three of the Association's primary policy documents annually adopted by the Representative Assembly—NEA Policy Statements, the Legislative Program, and Resolutions.

## Summary of Winter Committee Meeting Actions

The Resolutions Committee conducted its annual winter meeting online on February 24–25, 2024. The committee considered and took action on more than twenty items on its agenda containing proposals from NEA members to amend existing resolutions or to adopt new resolutions. Changes recommended by the committee appear on the following pages and form the preliminary draft for its final 2024 report available on July 4 for consideration and final action by RA delegates. The committee has established standing subcommittees on a range of topics reflected through the goal area structure of the NEA Resolutions document as set forth by the Preamble of the NEA Constitution. The subcommittees are: Lifelong Learning; Curriculum and Learning; Student Health, Welfare and Rights; Employee Excellence; Educator Pay and Bargaining Rights; Educator Protection and Retirement; Citizenship and Rights; and Group Rights. Resolutions subcommittees are each charged with ensuring that all of the Association's belief statements comply with our stated definition of a resolution as set forth in NEA Standing Rule 7 and to review in-depth any proposed amendments and new resolutions that have been formally referred by action of the full committee.

The committee encourages delegates to participate in the virtual open hearing on June 18, 2024, to propose changes, ask questions, connect with their elected and appointed committee representatives, and learn more about the annual resolutions process.

# SUMMARY OF WINTER COMMITTEE MEETING ACTIONS

The *Pre-Report of the 2023–2024 NEA Resolutions Committee* provides a draft of recommended amendments based on the work of the Resolutions Committee at its winter meeting on February 24–25, 2024. The proposed changes provided here are for presentation and discussion purposes during the virtual Open Hearing on NEA Resolutions for delegates scheduled for June 18, 2024, 7:30pm–9:00pm EDT.

Following the open hearing the Resolutions Committee convenes for its summer meeting on July 2–3, 2024, to consider any proposed amendments and proposed new resolutions received by delegates at the open hearing, to take action on unfinished and new business, and to complete and distribute its final report to the NEA Representative Assembly (RA) on the morning of the first day of the RA. Resolutions contained in the *Report of the 2023–2024 NEA Resolutions Committee* represent the final recommendations of the committee. For information on 2024 consideration of the final report by delegates, please refer to the procedures at the end of this document.

## NOTE:

***Bold italic*** indicates proposed new copy

**[Bold brackets]** indicate proposed deleted copy

Dates in parentheses after each resolution represent the years that the resolution was first adopted and last amended. If only one year is shown, the resolution has not been amended since its adoption. Proposed new resolutions are accorded the single year of (2024).

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## 1 **A-6. School Boards**

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

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

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

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

23 The Association believes that school boards should adopt policies that promote racial and social justice and  
24 ensure the separation of church and state. (1980, 2023)

## 25 **B-69. Artificial Intelligence**

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

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

41 ***The Association further believes that AI tools should not be used to replace educators nor their profes-***  
42 ***sional judgment.*** (2023)

## 43 **B-80. School Library Media Programs**

44 The National Education Association believes that all students must have a comprehensive school library media  
45 program within their educational settings. This program should include a full-time certified/licensed school  
46 library media specialist, ***also known as a school librarian or teacher-librarian***, and qualified education support  
47 professionals in every school; [a variety of valid] ***professionally curated*** print, nonprint, and electronic resources  
48 to supplement and complement curricular, personal, and leisure needs; relevant technology; and instruction in  
49 library research and critical information literacy. ***School library materials should represent a diversity of ideas***  
50 ***and should accurately reflect but not be limited to the population served***. The Association also believes that  
51 school library media specialists have the expertise and knowledge to select media for their communities. The  
52 Association further believes that school library media programs are negatively impacted if media specialists do  
53 not have substitutes during their absence.

1 The Association encourages increased funding for school library media programs from federal, state, and local  
2 governments as well as other sources such as public and/or private partnerships. (1980, 2023)

### 4 **C-26. Family Stability for Children**

5 The National Education Association believes that it is in the best interest of all children to live in a secure and  
6 stable family environment. Every effort should be made to provide a family with the supportive services it needs  
7 to allow it to stay together and care for the child in a safe, nonabusive, and nurturing environment.

8 The Association also believes that legal adoption through certified state, national, and international agencies  
9 can provide a secure and stable family environment.

10 In the case of custodial and noncustodial parents, the Association recognizes the vital role both parents can  
11 play in the development of their children. The Association encourages the judicial system to recognize the crucial  
12 role both parents can play in that development when legally appropriate.

13 The Association supports efforts of parents and local, state, and federal agencies to establish and enforce  
14 adequate child support guidelines and to improve the effectiveness of collecting court-designated child support.

15 In consideration of these roles, the placement of children should be determined by a number of qualitative and  
16 quantitative standards that are both measurable and without regard to either parent's gender.

17 If a child's immediate family and/or extended family is unable to provide care, the Association also believes  
18 that the child may need temporary foster care while, at the same time, efforts are made to work with the family  
19 toward reunification with the child. *Additionally, efforts should be made to keep siblings together or, if not*  
20 *possible, allow siblings to maintain a family bond through safe and protected consistent visitation.*

21 The Association further believes that parents who place children in foster care must be accountable for their  
22 efforts to rehabilitate themselves and indicate, through their actions, that they are working toward the return of  
23 the child to the home.

24 The Association believes that, if it becomes clear that a family is not able to make a home for a child and is  
25 unable to resume parenting, efforts should be made for the legal release of the child for adoption. (1984, 2010)

### 27 **F-66. Funding of Retirement Plans**

28 The National Education Association believes that pension funding should include the following principles:

- 29 a. When actuarial liabilities exceed actuarial assets, the state and/or employer must make the necessary  
30 additional contributions to amortize the unfunded liability in no more than 30 years.
- 31 b. When actuarial assets exceed actuarial liabilities, the state and/or employer should not reduce the rate of  
32 contributions below the normal cost of the plan.
- 33 c. Employee contributions, if any, should be made on a pre-tax basis and be a percentage of total salary  
34 not to exceed the amount contributed by employers. The employer may pay part or all of the employee  
35 contribution.
- 36 d. Credit for all wages and salary must be included in all retirement benefit calculations.
- 37 e. *Charter schools should be required to participate in the relevant state and local retirement system(s).*  
38 (1969, 2018)

### 40 **F-68. Characteristics of Retirement Plans**

41 The National Education Association believes that all qualified retirement plans should contain a nondiscrimi-  
42 nation clause and that retirement benefit plans should minimally include—

- 43 a. No provisions in core plans to reduce benefits because of the existence of any annuity or retirement  
44 benefit source including Social Security; supplemental retirement plans designed to provide a leveling  
45 benefit must assure a level lifetime replacement income that significantly augments existing benefits for  
46 all members over time
- 47 b. Benefits that comply with nondiscriminatory Internal Revenue Service (IRS) rules and regulations
- 48 c. Joint survivor benefits that are equally available for spouses and domestic partners; joint survivor benefits  
49 for any other person that are available based upon IRS guidelines
- 50 d. Disability or death benefits that are equally available for spouses, dependents, and domestic partners
- 51 e. Provisions that define a full year of creditable service based upon working 80 percent or more of the con-  
52 tract year or 80 percent or more of the hours constituting a full year; partial year credit that is earned on a  
53 pro-rated basis for any service less than the minimum required to obtain a full year of creditable service
- 54 f. Provisions for the option of allowing unused sick leave and other end-of-service payments to be used for  
55 retirement credit

- 1 g. Provisions permitting the purchase of service credit earned while a member of another retirement system  
2 including any other public school district, Department of Defense Education Activity (DoDEA) schools  
3 or while in the Peace Corps, Volunteers in Service to America (VISTA), or military service
- 4 h. Provisions permitting the purchase of service credit for sabbatical leaves, maternity/paternity/adoption  
5 leaves, and all leave provided by the Family Medical Leave Act (FMLA) where credit is not automati-  
6 cally given, and any other approved leaves of absence; members affected by any forced leave provisions  
7 or separation of service provisions that are unlawful under current law should be permitted to purchase  
8 service credit for those periods of leave or separations at any time prior to retirement at the lowest plan  
9 rate
- 10 i. ***Investments based upon environmental, social, and governance (ESG) principles***
- 11 [i]j. Provisions for, upon termination of employment, the portability to other qualified pension plans for the  
12 full actuarial value of retirement credits earned
- 13 [j]k. Disability retirement for a service-connected disability available to education employees from the first  
14 day of employment; non-service connected disability retirement shall be available for fully vested mem-  
15 bers; the benefit formula for disability retirement should yield benefits comparable to normal retirement  
16 benefits
- 17 [k]l. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial tables that  
18 do not discriminate on the basis of race, gender, or national origin
- 19 [l]m. Provisions for health benefits for retirees, their spouses, domestic partners, and dependents that include a  
20 fully-paid comprehensive health insurance plan regardless of Medicare eligibility; these benefits should  
21 be at least equal to those offered to full-time employees; those eligible for Medicare should be covered  
22 by a fully-paid comprehensive Medicare supplement insurance benefit that along with Medicare equals  
23 the benefits provided to full-time employees. (1969, 2021)

## 24 **I-25. Comprehensive Health Care**

26 The National Education Association believes that access to comprehensive health care is a human right.  
27 Comprehensive health care includes, but is not limited to, reproductive health care, gender-affirming care, and  
28 emergency care. Health care should not be denied on the grounds of race, color, national origin, ***immigration***  
29 ***status***, political beliefs, religion, gender, sexual orientation, gender identity, gender expression, age, disability,  
30 size, marital status, or economic condition. (2023)

## Procedures for Consideration of NEA Resolutions

Resolutions are formal expressions of opinion, intent, belief, or position of the Association. They shall set forth general concepts in clear, concise language, shall be broad in nature, shall state the positions of the Association positively and without ambiguity, and shall be consistent with the goals of the Association as stated in the Preamble of the Constitution. NEA resolutions—organized in goal areas lettered A through J—are adopted by the Representative Assembly.

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Delegates wishing to amend the committee’s report by amendment to a resolution or submission of a new resolution must do so no later than 4:00 pm on the first day of the Representative Assembly. After 4:00 pm on the first day, amendments will remain in order only for new resolutions and amendments to resolutions that have been properly submitted prior to the deadline. Such amendments must be submitted not later than two hours before the opening of the Representative Assembly on the day on which resolutions are to be considered by delegates. All items must be submitted electronically as instructed on the online platform provided.

All NEA Resolutions are moved annually by the committee chairperson for adoption by the Representative Assembly, in conjunction with the proposed amendments appearing in this report. A delegate may propose an amendment to a resolution appearing in the committee’s report or to some other resolution in the Resolutions document. A new resolution submitted by a delegate from the floor of the Representative Assembly must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass. Submissions are published in the *RA Today*.

Proposed amendments will be considered beginning with the goal area containing the final resolution debated at the preceding Representative Assembly. The committee’s report to the 2024 Representative Assembly will begin with Goal Area A and proceed through B, C, D, and so forth.

The definition of an NEA resolution; composition, election, and duties of the Resolutions Committee; and procedures for submitting resolutions are set forth in NEA Standing Rule 7.



# 2023–2024 NEA RESOLUTIONS

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

1	The Association believes that parents/guardians should be	The Association also believes that the use of programs that	66
2	encouraged to visit their children’s schools and communicate	involve the marketing and/or promoting of products that exploit	67
3	with their children’s teachers and other education employees	students and/or institutions should be prevented. (1984, 1996)	68
4	with whom the children have daily contact. In addition, schools		69
5	should communicate with parents/guardians in their native lan-	<b>A-8. American Education Week</b>	70
6	guage. The Association also believes that parents/guardians, stu-	The National Education Association believes that American	71
7	dents, community members, teachers, other education employ-	Education Week is an important observance during which posi-	72
8	ees, and school board members should promote the collaborative	tive attention should be focused on the contributions of public	73
9	successes between the school and the community. (2001, 2017)	education and education employees. (1997, 2006)	74
10			75
11	<b>A-6. School Boards</b>	<b>A-9. U.S. Department of Education</b>	76
12	The National Education Association believes that it is the	The National Education Association believes that the U.S.	77
13	responsibility of school boards to provide a quality education	Department of Education must be a viable force for the main-	78
14	to each student within a school district. The Association also	tenance and improvement of public education. The Association	79
15	believes that school boards must provide resources and support	also believes that Association members must be fully involved in	80
16	so that each school in a district meets standards for educational	establishing goals and planning programs with the Department.	81
17	excellence. The Association further believes that school boards	The Association further believes that internal and external	82
18	must promote public understanding of the importance of public	attempts to dismantle and to erode the effectiveness of the	83
19	education and the schools and programs within their school	Department of Education through the federal budgetary process	84
20	districts.	are detrimental to the public interest. (1980, 1988)	85
21	The Association believes that the composition of school		86
22	boards must be representative of the population within the school	<b>A-10. Historically Black Colleges and Universities</b>	87
23	district, including minority groups; that board members must be	The National Education Association recognizes that Histori-	88
24	elected by the voters in the school district; and that board mem-	cally Black Colleges and Universities (HBCUs) continue to play	89
25	bers must be elected from representative districts. The Associa-	a vital role in helping Americans in their efforts toward building	90
26	tion opposes federal, state, and local takeovers of public schools,	a truly pluralistic society.	91
27	public school districts, and their governing boards. The Associa-	The Association believes that the programs of HBCUs should	92
28	tion also believes that the closing of schools by school boards	continue to be reviewed and updated so that they maintain	93
29	to avoid legislative corrective action is not in the best interest of	diverse and quality faculties and student bodies.	94
30	students, parents, or school employees. The Association further	The Association urges its affiliates to be in the forefront of all	95
31	believes that provisions should be made for parents/guardians of	efforts that seek to support, maintain, and promote these invalu-	96
32	students who are attending school in a district other than their	able institutions, their programs, and their full participation in	97
33	home district as part of a court-ordered interdistrict busing plan	the mainstream of education. The Association also believes that	98
34	to have substantive influence on board actions and policies. The	closing, downgrading, or merging HBCUs is not in the best inter-	99
35	Association believes that school boards must have the authority	est of the educational community.	100
36	to decide the location of public schools and privately-managed	The Association further believes that HBCUs should be recog-	101
37	charter schools within their districts.	nized for their successes in bringing Black educators into the	102
38	The Association also believes that student participation in a	profession. The Association acknowledges the commitments of	103
39	school board’s deliberative process should be encouraged, and	HBCUs to instill in their graduates cultural awareness, cultural	104
40	that student input in the voting process should be advisory only.	competency, and culturally responsive education, and believes	105
41	Wherever a school board includes student members, they should	that these commitments should be emulated by all educator	106
42	be excluded from participating in discussions, receiving infor-	preparation programs. (1980, 2023)	107
43	mation, and voting on issues dealing with education employees		108
44	and items contained in negotiated agreements.	<b>A-11. Use of Closed Public School Buildings</b>	109
45	The Association further believes that school board meetings	The National Education Association believes that closed	110
46	must be held at times and places that allow education employees,	public school buildings that have been deemed safe can be used	111
47	local affiliates, and the community to participate in educational	effectively for public preschool, day care, job training, and adult	112
48	decision making.	and higher education centers. The Association also believes that	113
49	The Association believes that school boards should adopt	closed public school buildings should be sold or leased only to	114
50	policies that promote racial and social justice and ensure the	those organizations that do not provide direct educational ser-	115
51	separation of church and state. (1980, 2023)	vices to students and/or are not in direct competition with public	116
52		schools. (1982, 2000)	117
53	<b>A-7. Business Support for Public Education</b>		118
54	The National Education Association believes that the busi-	<b>A-12. School Accountability</b>	119
55	ness community and the Association should work cooperatively	The National Education Association supports effective and	120
56	in promoting, planning, implementing, and evaluating school-	fair school accountability systems. The Association believes that	121
57	community-business partnerships in the support of public	these systems must promote student excellence and growth that	122
58	education.	reflect meaningful, high quality learning and ensure that the best	123
59	The Association welcomes from the business community	teaching practices are supported and utilized. The Association	124
60	supplementary activities such as cooperative programs, resource	also believes that the focus of the accountability system must	125
61	assistance, release of employees for parent-teacher confer-	be on the school, not on individual stakeholders, as the unit for	126
62	ences, funding for scholarships, and the donation of specialized	evaluation and improvement of student learning. Development	127
63	equipment.	and implementation of the accountability system must ensure	128
64		that the stakeholders at the school, district, state, and national	129
65		levels share the responsibility for establishing clear goals,	130



1	adopting high expectations for student learning, demonstrating				
2	multiple methods of student success, and providing adequate and				
3	equitable funding and support systems.				
4	The Association further believes that a school accountability				
5	system must—				
6	a. Promote educational excellence				
7	b. Ensure the alignment of standards, assessments, and				
8	curricula				
9	c. Balance its focus on school context, process, and student				
10	performance				
11	d. Set high standards for student learning, levels of support				
12	by each stakeholder, and clearly defined goals for the				
13	school as a unit				
14	e. Provide for the development and implementation of				
15	a valid methodology for use as an assessment tool to				
16	determine the required funding necessary to enable all				
17	students to achieve educational excellence				
18	f. Provide professional development for all education				
19	employees prior to implementation of the system				
20	g. Use multiple assessment tools that are universally				
21	designed and sources of data that are meaningful, rel-				
22	evant, valid, and reliable				
23	h. Include necessary accommodations and modifications to				
24	maximize the success of all students				
25	i. Include measures to improve school accountability				
26	j. Identify how the school as a unit achieves its goals				
27	k. Identify and address the internal and external factors				
28	that impact student learning and development				
29	l. Provide for the timely dissemination of assessment				
30	results to all stakeholders				
31	m. Be applied in a fair and equitable manner				
32	n. Include periodic evaluation and modification of the				
33	system				
34	o. Provide for the development of a school improvement				
35	plan				
36	p. Include a formal appeals process for every school that				
37	is being targeted with academic sanctions or any other				
38	form of takeover				
39	q. Include provisions to keep students and educators safe in				
40	times of crises. (1971, 2021)				
41					
42	<b>A-13. Appointments by the President of the United</b>				
43	<b>States</b>				
44	The National Education Association believes that the need for				
45	quality education demands that criteria for presidential appoint-				
46	ments in the field of education shall include a commitment to				
47	public education and significant contributions to the education				
48	community. Education employees should be included in such				
49	appointments. (1970, 1990)				
50					
51	<b>FINANCING OF PUBLIC EDUCATION</b>				
52					
53	<b>A-14. Financial Support of Public Education</b>				
54	The National Education Association believes that every state				
55	should ensure its students a quality education by providing the				
56	funding needed to enable all students to achieve educational				
57	excellence. Such an education requires adequate and equi-				
58	table funding from public tax sources for schools to obtain the				
59	resources (e.g., personnel, programs, materials, buildings, and				
60	technology) to meet the needs of all students. The Association				
61	also believes that—				
62	a. An increasing portion of public funds should be for				
63	direct instruction of students.				
64					
65					
		b. The amount of aid must be generally predictable for	66		
		long-range planning and specifically predictable for	67		
		year-to-year planning.	68		
		c. Present programs of specific aid must be expanded	69		
		and improved by consolidation and simplification of	70		
		administration.	71		
		d. Tax revision favorable to public education should be	72		
		encouraged and continually reviewed at every govern-	73		
		mental level.	74		
		e. Local governing boards must be fiscally independent,	75		
		and restrictive limits must not be imposed on their bud-	76		
		gets or long-term borrowing.	77		
		f. The state and local share of finance must be derived	78		
		from a tax system that is balanced and complementary	79		
		in nature, includes all broad-based taxes, reduces the	80		
		excessive reliance on property taxes, and protects sub-	81		
		sistence income.	82		
		g. Provisions must be made for research, development,	83		
		implementation, continuation, and improvement in edu-	84		
		cation practices. Funding must be included for resources	85		
		such as personnel, time for staff planning, training and	86		
		professional development, facilities, equipment, and	87		
		materials.	88		
		h. State and federal mandates affecting public education	89		
		programs must be accompanied by adequate and equi-	90		
		table funding.	91		
		i. School trust lands must be administered with the gen-	92		
		eration of funds for public education as a primary goal	93		
		and in a manner that ensures the sustainable use of those	94		
		lands by current and future generations. State school	95		
		trust funds should be fairly compensated by the federal	96		
		government for school trust lands included in national	97		
		parks, monuments, or wilderness areas.	98		
		j. Efforts should be made at the state and federal levels to	99		
		ensure stable, adequate, and equitable funding of public	100		
		schools historically receiving revenues derived from	101		
		state and federal lands and natural resources. These	102		
		efforts should include, but not be limited to, ensuring the	103		
		sustainable use of these public lands and resources by	104		
		current and future generations.	105		
		k. Additional funding must be provided to cover the cost	106		
		of achieving the goals of raising student performance,	107		
		implementing new programs, and raising standards of	108		
		student learning.	109		
		l. Funding should be greater for students facing social,	110		
		economic, and/or education challenges.	111		
		m. Funds must be provided for programs to alleviate dis-	112		
		crimination based on race, gender, and sexual orienta-	113		
		tion and to eliminate stereotypical portrayals regarding	114		
		race, gender, sexual orientation, gender identity, and	115		
		gender expression.	116		
		n. Public funds must not be expended for any materials	117		
		that promote stereotypes and/or biases regarding race,	118		
		gender, sexual orientation, gender identity, and gender	119		
		expression.	120		
		o. Public funds must not be expended in institutions where	121		
		either specific programs or the institution has been found	122		
		guilty of discrimination.	123		
		p. Categorical funding must be assured in areas such as	124		
		special education, bilingual/English as a second lan-	125		
		guage, class size reduction, the economically/education-	126		
		ally disadvantaged, and adult education.	127		
		q. Any institution, agency, or individual receiving finan-	128		
		cial aid from federal, state, or local governments must	129		
			130		

1	adhere to all applicable state and federal laws, rules, and regulations.	equity. Parents/guardians, students, and educators should be included as members of these committees	66
2			67
3	r. Full-day, every day kindergarten programs should be fully funded.	e. The amount of aid is generally predictable for long-range planning and specifically predictable for year-to-year planning.	68
4			69
5	s. Federal, state, and, as appropriate, local governments should provide funds sufficient to make prekindergarten available for all three- and four-year-old children.	f. Federal legislation complies with civil rights statutes and is consistent with the constitutional provision respecting the establishment of religion and provides for judicial review as to its constitutionality.	70
6			71
7	t. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.	g. Categorical funding is assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.	72
8			73
9	u. Public funds should be based on student enrollment rather than student attendance		74
10			75
11	v. Tax revenue should be appropriated for the maximum benefit of public education, and public banking options should be considered to avoid private banking fees that reduce education funding.	The Association believes that federal monies budgeted for preK through adult education must be equitably and adequately expended for public education. The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or services to sectarian schools. The Association also opposes providing such funds, goods, or services to nonsectarian private schools or nonpublic school students in preK through adult education, unless those funds, goods, or services are used for educational services that are not available in public schools to which students have reasonable access. The Association condemns and deplors federal policies and programs that serve to undermine America’s historical commitment to free public education. (1983, 2007)	76
12			77
13			78
14	The Association opposes providing any public revenues to preK through 12 schools for sectarian instruction. The Association also opposes providing such revenues to sectarian and non-sectarian preK through 12 private schools or to nonpublic school students in preK through 12 education, unless such revenues are used for educational services that are not available in public schools to which students have reasonable access. (1997, 2021)		79
15			80
16			81
17			82
18			83
19			84
20			85
21			86
22			87
23			88
24			89
25	<b>A-15. Federal Financial Support for Education</b>		90
26	The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens.	<b>A-16. School Trust Lands</b>	91
27	The federal government should—	The National Education Association believes in providing support to states with school trust lands to ensure that they are an important source of funding for public education. The Association supports providing such states with the assistance and guidance necessary to ensure the trust lands and permanent funds generate the maximum revenue possible for public education consistent with the sustainable use of those lands by current and future generations.	92
28	a. Ensure equity and adequacy of educational opportunity for all		93
29			94
30	b. Collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs		95
31			96
32	c. Grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education.		97
33			98
34			99
35			100
36			101
37			102
38			103
39			104
40			105
41	Federal funding formulas should reflect the most current and accurate accounting of the public school population; measurements of poverty; and the state’s ability to raise adequate funds. The Association also believes that funding for federal programs should be substantially increased, not merely redistributed among states or other federal initiatives.	<b>A-17. Funding of Continuing Education</b>	106
42		The National Education Association believes that continuing education must be affordable and not burden participants with unsustainable and oppressive debt.	107
43			108
44			109
45			110
46			111
47			112
48			113
49			114
50			115
51			116
52			117
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54			119
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59			124
60			125
61			126
62			127
63			128
64			129
65			130

1	only through fully accredited postsecondary education institu-		
2	tions and governmental agencies. (1986, 2015)		
3			
4	<b>A-19. Loan Forgiveness</b>		
5	The National Education Association supports public service		
6	loan forgiveness programs. Loan forgiveness should be based		
7	upon successful completion of years of service, and not be		
8	dependent upon specific loan types, location of employment, or		
9	repayment plans. Loan repayment and forgiveness criteria, as		
10	well as information on predatory lending practices, should be		
11	provided to all aspiring and practicing public servants prior to		
12	incurring educationally-related debt. (2022)		
13			
14	<b>A-20. Higher Education Research and Study Grants</b>		
15	The National Education Association believes that both the		
16	governmental and private sectors should provide research and		
17	study grants to higher education faculties in all academic areas.		
18	Such grants should be awarded on the basis of merit without		
19	discrimination. The dissemination of grants should not be used		
20	to influence university decisions and policies.		
21	The Association also believes that the process of study and		
22	research grants provided should not influence undergraduate or		
23	graduate curricula until such time as the research is completed		
24	and systematically integrated into the curricula.		
25	The Association further believes that our national economic		
26	well-being is dependent upon the expansion of the highest		
27	quality research and training in our professional and graduate		
28	schools as well as the recruitment and training of a diverse and		
29	highly skilled workforce.		
30	The Association believes that academic freedom applies to		
31	research and the dissemination of research results. (1985, 2001)		
32			
33	<b>A-21. Public Education/National Defense</b>		
34	The National Education Association believes that mainte-		
35	nance of a strong system of public education is paramount to		
36	maintaining a strong national defense. Whenever there is a		
37	redirection of resources from military purposes, the Association		
38	supports a policy of economic conversion to facilitate the orderly		
39	redirection of such resources to alternative civilian uses, with		
40	public education being one of the highest priorities. (1985, 2007)		
41			
42	<b>A-22. Federal Impact Aid</b>		
43	The National Education Association supports funding to		
44	maintain quality education for students in school districts		
45	impacted by federal policies, lands, activities, and installa-		
46	tions. The Association believes that a permanent solution to the		
47	financial problems of severely impacted school districts must be		
48	developed. (1970, 2015)		
49			
50	<b>A-23. Educational/Economic Stability of States</b>		
51	The National Education Association believes that the edu-		
52	cational well-being of the country depends upon the economic		
53	health of each of the regions, states, and localities.		
54	The Association supports efforts to alleviate the effects of		
55	unemployment and supports retraining and appropriate job-		
56	creation legislation.		
57	The Association also supports efforts to correct policies that		
58	contribute to the particular economic difficulties of individual		
59	regions, states, and localities. (1981, 1993)		
60			
61	<b>A-24. Tax Reform</b>		
62	The National Education Association supports tax reform and		
63	believes that it should—		
64	a. Increase tax fairness and raise revenue necessary to		
65	finance quality public education and other public services		
		b. Eliminate regulations that shift the tax burden to the less	66
		affluent	67
		c. Prevent excessive reliance on property tax or any other	68
		single tax	69
		d. Reflect the findings of comprehensive studies of the total	70
		individual and corporate tax burden	71
		e. Assure a tax burden distribution that reflects the ability	72
		to pay and that safeguards family subsistence	73
		f. Assure that statewide uniformity in property tax effort	74
		be required	75
		g. Provide funding for public education that ensures ade-	76
		quacy and equity of resources	77
		h. Not be used to place arbitrary maximum limits on any	78
		state or local government’s ability to spend or tax, par-	79
		ticularly since such limits have a negative impact on the	80
		full funding of schools	81
		i. Eliminate tax laws and rulings that are harmful to edu-	82
		cation employees and educational needs	83
		j. Attract expatriated business and investment to return to	84
		benefit our American economy	85
		k. Encourage penalties to corporations that move their	86
		interests abroad to avoid tax liabilities	87
		l. Provide for public funding of national political cam-	88
		paigns to enable greater equity in access to the political	89
		process	90
		m. Restructure the alternative minimum tax (AMT) by	91
		indexing it to inflation at the AMT’s original level.	92
		(1978, 2009)	93
			94
		<b>A-25. Privatization and Subcontracting Programs<sup>1</sup></b>	95
		The National Education Association believes in promoting	96
		the importance of quality public education, the principle of	97
		separation of church and state, the economic security of public	98
		education employees, and racial integration in the public schools.	99
		The Association opposes any privatization or subcontracting	100
		arrangement that—	101
		a. Has the potential to reduce the resources that otherwise	102
		would be available to achieve and/or maintain a system	103
		of quality public education or the potential to otherwise	104
		negatively impact on public education	105
		b. Allows public funds to be used for religious education	106
		or other religious purposes or that otherwise weakens the	107
		wall of separation between church and state	108
		c. Places the economic security of public education employ-	109
		ees at risk, without regard to individual job performance,	110
		so that the services in question can be performed by	111
		private sector employees	112
		d. Replaces services that are, or could feasibly be, provided	113
		by the public schools	114
		e. Has the purpose or effect of causing or maintaining	115
		racial segregation in the public schools	116
		f. Has not been agreed to by the affected affiliate. (2000)	117
			118
		<b>A-26. Voucher Plans and Tuition Tax Credits</b>	119
		The National Education Association believes that voucher	120
		plans, tuition tax credits, or other funding/financial arrange-	121
		ments that use tax monies to subsidize preK through 12 private	122
		school education can undermine public education; reduce the	123
		support needed to adequately fund public education; cause	124
		racial, economic, and social segregation of students; and threaten	125
			126
			127
			128
			129
			130

<sup>1</sup> See *NEA Handbook* for the Policy Statement on Privatization and Subcontracting adopted by the 2000 Representative Assembly, which sets forth the Association’s full position dealing with this subject.

1 the constitutional separation of church and state that has been a  
2 cornerstone of American democracy.

3 The Association opposes voucher plans, tuition tax credits,  
4 or other such funding arrangements that pay for students to  
5 attend sectarian schools. The Association also opposes any such  
6 arrangements that pay for students to attend nonsectarian preK  
7 through 12 private schools in order to obtain educational ser-  
8 vices that are available to them in public schools to which they  
9 have reasonable access.

10 The Association also believes that any private school or  
11 agency that receives public funding through voucher plans, tax  
12 credits, or other funding/financial arrangements must be subject  
13 to all accountability measures and regulations required of public  
14 schools. The Association believes tax-exempt status should be  
15 denied to those institutions whose policies and/or practices pre-  
16 vent the integration of the institutions. (1970, 2014)

### 17 **A-27. Educational Bureaucracy**

18 The National Education Association believes that expanding  
19 the educational bureaucracy severely limits optimal classroom  
20 instruction. Affiliates should work toward a teacher-led educa-  
21 tional system that will reduce bureaucracy. (1977, 1996)

### 22 **A-28. For-Profit Schools<sup>2</sup>**

23 The National Education Association believes that there is  
24 an inherent conflict between serving the needs of children and  
25 serving the needs of stockholders in an educational setting, and  
26 opposes education for profit. (2000)

### 27 **A-29. Funding for Extracurricular Programs**

28 The National Education Association believes that every  
29 public school student must have an opportunity to participate in  
30 school-sanctioned and funded extracurricular programs.

31 The Association urges that equitable funds for transportation,  
32 facilities, equipment, and remuneration of staff be provided for  
33 all school-sanctioned extracurricular activities. Funding should  
34 be equitably distributed between athletic and nonathletic extra-  
35 curricular activities. The Association also believes that extracur-  
36 ricular fundraising is not an acceptable substitute for district  
37 funding of extracurricular activities. (1975, 2001)

### 38 **A-30. Local Education Foundations**

39 The National Education Association believes that local  
40 education foundations (LEFs) can strengthen the educational  
41 objectives of a school system by supporting programs that will  
42 enhance the approved school curriculum. LEFs are nonprofit  
43 organizations whose boards represent local community and  
44 education leaders. Each LEF is unique in its operation with  
45 the purpose of generating resources for local public education  
46 programs.

47 The Association also believes that LEFs should be separate  
48 from the local board of education and district administration  
49 and must not supplant local budgets. The Association further  
50 believes that education employees in positions within an LEF-  
51 funded program must be a part of an existing collective bargain-  
52 ing unit or, in nonbargaining jurisdictions, must be subject to the  
53 existing legislation, employer policy, and/or other sources that  
54 establish the terms and conditions of employment. The Associa-  
55 tion believes that projects and programs developed by LEFs must  
56 not replace current educational programs offered by the district  
57 and must not displace members from assignments held in the

58 <sup>2</sup> See *NEA Handbook* for the Policy Statement on Privatization and Sub-  
59 contracting adopted by the 2000 Representative Assembly, which sets forth  
60 the Association's full position dealing with this subject.

61 district. The district must be reimbursed for the use of facilities,  
62 resources, or services at the full rate.

63 The Association also believes that LEFs should grant awards  
64 to education employees in a fair, equitable, and nondiscrimina-  
65 tory process. LEFs should establish, publish, and implement  
66 clear guidelines for granting awards.

67 The Association further believes that education employees  
68 included in LEF grant programs must be protected from reproach  
69 by school and/or community members. (2006, 2007)

## 70 **QUALITY EDUCATION**

### 71 **A-31. School Improvement Process**

72 The Association believes that any school improvement pro-  
73 cess must, at a minimum—

- 74 a. Involve all school staff as active partners in the develop-  
75 ment of the plan
- 76 b. Provide the additional funding, resources, and assistance  
77 necessary to accomplish the plan
- 78 c. Identify the responsibilities of each stakeholder—stu-  
79 dents, education employees, parents/guardians, commu-  
80 nity members, government, policymakers, social agen-  
81 cies, and taxpayers—in the implementation of the plan
- 82 d. Provide time for planning, implementation, and  
83 reassessment
- 84 e. Be consistent with education employees' rights and  
85 responsibilities as set forth in laws, contracts, policies,  
86 and/or local agreement processes. (1971, 2014)

### 87 **A-32. Improving and Maintaining Educational 88 Facilities**

89 The National Education Association believes that many edu-  
90 cational facilities are in a state of decay, neglect, and/or deterio-  
91 ration. The Association supports funding to modernize, expand,  
92 replace, and/or maintain these facilities in order to provide a  
93 safe, healthy, and effective teaching and learning environment  
94 for students and education employees.

95 The Association also believes that the community, parents/  
96 guardians, students, and education employees must be effectively  
97 involved in the development of plans to modernize, expand, and/  
98 or replace facilities.

99 The Association further believes that preventive maintenance  
100 in all facilities is equally important in achieving this goal.

101 The Association believes that all students deserve classrooms  
102 that are contained in a permanent physical plant and that such  
103 classrooms should be appropriately equipped for optimal teach-  
104 ing and learning. The Association also believes that temporary  
105 or portable structures such as trailers are inherently inadequate  
106 substitutes for permanent structures. (1969, 2009)

### 107 **A-33. Charter School Accountability<sup>3</sup>**

108 The National Education Association acknowledges the value  
109 set forth in the original conception of charter schools as innova-  
110 tors within local public school districts, provided such charter  
111 schools are authorized by and held accountable to local demo-  
112 cratically elected school boards or their equivalent, and meet  
113 certain basic procedural and substantive safeguards that apply  
114 to public schools. These basic safeguards protect schools in our  
115 communities as well as our nation's commitment to a free public  
116 education system that is accessible to all.

117 <sup>3</sup> See *NEA Handbook* for the Policy Statement on Charter Schools adopted  
118 by the 2017 Representative Assembly, which sets forth the Association's full  
119 position dealing with this subject.

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

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

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

### 25 **A-34. Takeover of Public Schools or Public School** 26 **Districts**

27 The National Education Association believes that the locally  
28 elected school board should govern the school district to pro-  
29 vide an educational program designed to meet the needs of all  
30 students in the district. School boards of public school districts  
31 undergoing a program improvement process should maintain  
32 their authority over school district business as duly elected offi-  
33 cials of the school district.

34 The Association also believes that if a takeover of a public  
35 school or a public school district occurs, current collective bar-  
36 gaining agreements and due process rights must be maintained.  
37 Employees of these public schools and public school districts  
38 should remain bargaining unit members of local, state, and  
39 national affiliates.

40 The Association further believes that federal, state, and local  
41 support should be given to public schools and public school  
42 districts undergoing a program improvement process. Support  
43 should also be provided by local and state affiliates, as well as  
44 the Association.

45 The Association believes that if charter schools are created to  
46 replace public schools that have been taken over, they must fol-  
47 low all current laws regarding charter schools and comply with  
48 the Association's criteria for acceptable charter schools. (2006)

### 49 **A-35. Federally or State-Mandated Choice/Parental** 50 **Option Plans**

51 The National Education Association believes that federally  
52 or state-mandated parental option or choice plans compromise  
53 free, equitable, universal, and quality public education for every  
54 student. Therefore, the Association opposes such federally or  
55 state-mandated choice or parental option plans.

56 The Association also believes that local districts, in partner-  
57 ship with state and federal governments, must provide a quality  
58 education for every student by securing sufficient funding to  
59 maintain and enhance excellence in each local public school  
60 district.

61 The Association supports alternative programs for specific  
62 purposes in the public schools. (1989, 2001)

### 63 **A-36. School Restructuring**

64 The National Education Association believes that prior to  
65 consideration of school restructuring efforts, the school must  
66 have had access to adequate resources to implement school  
67 improvement plans. All school restructuring plans must employ  
68 an open democratic process that meaningfully involves local  
69 associations and other stakeholders in all decision making. Such  
70 efforts must—

- 71 a. Adhere to collectively bargained labor agreements 74
- 72 b. Comply with all appropriate school board policies 75
- 73 c. Exhaust all viable evidence-based internal school 76  
74 improvement plans that address the needs of the whole 77  
75 child 78
- 76 d. Identify, analyze, and evaluate the impact of restructur- 79  
77 ing and its funding 80
- 78 e. Deliberate restructuring proposals in open meetings and 81  
79 public hearings 82
- 80 f. Develop procedures and criteria that support and attract 83  
81 staff transfers to/from restructured schools. 84

85 The Association also believes that education services in  
86 restructured schools should continue to be provided by public  
87 entities and public employees. (2006, 2012)

### 88 **A-37. District Consolidation/Deconsolidation**

89 The National Education Association believes that any pro-  
90 posal that calls for the consolidation/deconsolidation of districts  
91 should be brought forth by locally elected school boards of  
92 affected districts.

93 The Association also believes that district consolidation/  
94 deconsolidation must employ a democratic process that mean-  
95 ingfully involves local associations and other stakeholders in all  
96 decision making.

97 The Association further believes that if districts undergo  
98 consolidation/deconsolidation, all education employees in the  
99 new district(s) should be treated equitably with no reduction in  
100 the salary, benefits, protections, bargaining rights, or due process  
101 rights of the employees. Employees of these public school dis-  
102 tricts should remain bargaining unit members of local, state, and  
103 national affiliates. (2008)

### 104 **A-38. Media Utilization**

105 The National Education Association believes that the broad-  
106 casting industry must serve the public interest and educational  
107 process. The Association encourages the creative and innovative  
108 use of media for improving instruction. It is essential that teach-  
109 ers or their designees have the right to record programs off the  
110 air and play them back on a delayed basis sufficient to meet the  
111 needs of effective teaching.

112 The Association also believes that the Public Broadcasting  
113 Service (PBS), National Public Radio (NPR), and expanding  
114 cable television (CATV) should provide communication services  
115 for education. Federal regulations should guarantee the reser-  
116 vation of at least 20 percent of the channel capacity of CATV  
117 systems for public school access and other public purposes.

118 The Association urges its affiliates to become involved in  
119 the program development and utilization of each of these media  
120 resources. The Association also urges continued local, state, and  
121 federal financial support for public broadcasting. (1981, 1996)

### 122 **A-39. Community Education**

123 The National Education Association believes that the rela-  
124 tionship between schools and the community that surrounds  
125 them is significant to the success of students and educators.  
126 Community education programs are comprehensive and coordi-  
127 nated plans allowing local schools and communities to form  
128  
129  
130

1 partnerships in the education process by providing educational,  
2 recreational, social, and cultural services for all people in the  
3 community. Therefore, school staff should form partnerships  
4 with community leaders to provide these services for the com-  
5 munities they serve. The Association urges state affiliates to  
6 become involved in the promotion, expansion, and implementa-  
7 tion of community education programs and partnerships in their  
8 states. (1977, 2021)

#### 9 **A-40. Rural Education**

10 The National Education Association supports a strong rural  
11 educational system; such a system should address rural needs  
12 and incorporate local arts, culture, and economics. The Asso-  
13 ciation believes in equitable educational programs, services,  
14 and funding for rural schools that reflect the specific range of  
15 conditions in rural areas. The Association also believes that the  
16 strength of a rural educational system should not be dependent  
17 upon geographical location, population density, or consolidation  
18 of rural schools. (1976, 2022)

#### 19 **A-41. Urban Development**

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

#### 27 **A-42. U.S. Federal Schools**

28 The National Education Association believes that all federal  
29 schools, except those under the control of the Bureau of Indian  
30 Affairs, should come under the auspices of the U.S. Department  
31 of Education.

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

### 37 **B. ADVANCE THE CAUSE OF PUBLIC 38 EDUCATION FOR ALL INDIVIDUALS**

#### 39 **LIFELONG LEARNING**

##### 40 **B-1. Early Childhood Education<sup>4</sup>**

41 The National Education Association champions early child-  
42 hood education programs in the public schools for children from  
43 birth through age eight. The Association also supports a high-  
44 quality program of transition from home and/or preschool to the  
45 public kindergarten or first grade. This transition should include  
46 communication and cooperation among parents/guardians, the  
47 preschool staff, and the public school staff. The Association  
48 believes that such programs should be held in facilities that are  
49 appropriate to the developmental needs of these children. The  
50 Association also believes that early childhood education pro-  
51 grams should include a full continuum of services for parents/  
52 guardians and children, including child care, child development,  
53 special education, bilingual education programs or English  
54 language acquisition and development programs, appropriate

55 \_\_\_\_\_  
56 <sup>4</sup> See *NEA Handbook* for the Policy Statement on Kindergarten and Pre-  
57 kindergarten adopted by the 2003 Representative Assembly, which sets forth  
58 the Association's full position dealing with this subject.

59 bias-free screening devices, and developmentally appropriate 66  
60 and diversity-based curricula which create fair and respectful 67  
61 treatment of all students and a learning environment free from 68  
62 the effects of implicit or explicit bias. Early childhood education 69  
63 programs also must be sensitive to and meet the physical, social, 70  
64 mental, and emotional health and nutritional needs of children. 71

65 The Association further believes that early childhood educa- 72  
66 tion programs should maintain small group size with appropri- 73  
67 ate staff/child ratios for each age level. These programs must be 74  
68 staffed by the appropriate ratio of teachers, administrators, and 75  
69 support staff who are prepared in early childhood education and 76  
70 child development. When two half-day sessions are taught by one 77  
71 teacher, the total class load for both sessions should not exceed 78  
72 the number of students in a first-grade class. Males should be 79  
73 encouraged and recruited to enter and be actively involved in 80  
74 early childhood education. Preparation programs for staff should 81  
75 lead to credentials consistent with the educational standards in 82  
76 each state. 83

77 The Association recognizes the value of quality early child- 84  
78 hood education programs in preparing young children to enter 85  
79 school ready to learn. High quality early childhood programs 86  
80 should be staffed by teachers, administrators, and education 87  
81 support professionals who possess a deep understanding of child 88  
82 development and specialized training in early childhood educa- 89  
83 tion. To provide the quality of early education and care necessary 90  
84 to prepare children for success in school, the Association recom- 91  
85 mends that— 92

- 93 a. All teachers working in publicly funded preschool pro- 94  
95 grams hold a bachelor's degree in child development 96  
97 and/or early childhood education 98
- 99 b. All instructional assistants working in publicly funded 100  
101 preschool programs hold an Associate's degree in child 102  
103 development or early childhood education 104
- 105 c. Lead teachers in private child care centers hold a mini- 106  
107 mum of an Associate's degree in child development or 108  
109 early childhood education 110
- 111 d. All teaching assistants in private child care centers hold 112  
113 a minimum of a Child Development Associate (CDA) 114  
115 or a state-issued certificate that meets or exceeds CDA 116  
117 requirements 118
- 119 e. School districts implement implicit bias, diversity, equity, 120  
121 cultural competence, and other racial justice training for 122  
123 all educators (including administrators) and regularly 124  
125 evaluate progress and outcomes in applying racial equity 126  
127 tools to decision-making and practices. 128

129 States should develop incentives and supports to enable 130  
131 teachers and education support professionals currently work- 132  
133 ing in early childhood programs to obtain the recommended 134  
135 credentials without compromising the quality of education and 136  
136 care that children receive and without substantially increasing 137  
137 the cost of care to parents. 138

139 The Association also recognizes the importance of parental 140  
141 involvement in a child's development. The Association further 142  
143 supports the provision of training programs that prepare parents/  
144 guardians to take an active role in the child's education. These  
145 programs should provide an awareness of the expectations that  
146 will be placed on the child as well as familiarization with new  
147 policies and procedures that the child will experience in the new  
148 environment. 149

150 The Association believes that federal legislation should 151  
152 be enacted to assist in organizing the implementation of fully  
153 funded early childhood education programs offered through the  
154 public schools. These programs must be available to all children  
155 on an equal basis and should include mandatory kindergarten  
156 with compulsory attendance. 157

1	The Association supports regulations requiring children	66
2	starting kindergarten to have reached age five at the beginning	67
3	of a kindergarten program.	68
4	The Association advocates the establishment of fully funded	69
5	early childhood special education programs. These programs	70
6	and necessary services should be readily accessible for children	71
7	with disabilities and staffed by certified/licensed teachers, quali-	72
8	fied support staff, and therapists. (1975, 2022)	73
9		74
10	<b>B-2. Middle School and Junior High School Programs</b>	75
11	The National Education Association recognizes the aca-	76
12	demetic, personal, and special needs of the early adolescent or	77
13	middle school learner.	78
14	The Association encourages development of a curriculum	79
15	that establishes realistic academic challenges that include char-	80
16	acter development; career, vocational, and technical exploration;	81
17	and self-awareness that fosters positive self-esteem.	82
18	The Association believes in developmentally appropriate and	83
19	diversity-based curricula which create fair, respectful treatment	84
20	of all students and a learning environment that addresses cul-	85
21	tural competence, utilizes restorative practices and techniques,	86
22	and is free from the effects of implicit or explicit bias.	87
23	The Association also encourages the development of guid-	88
24	ance and counseling programs that stimulate parental and com-	89
25	munity involvement, and promote health services. (1976, 2021)	90
26		91
27	<b>B-3. High School Diploma/Equivalency</b>	92
28	The National Education Association supports the concept of	93
29	a high school education for all and believes that every student	94
30	should earn a high school diploma or its equivalent. The Asso-	95
31	ciation also believes in the value of academic preparation, school	96
32	attendance, and social interaction for meeting the requirements	97
33	of high school graduation.	98
34	The Association recognizes that in some instances the use of	99
35	high school equivalency tests is acceptable when the best inter-	100
36	ests of the students are served. The Association also believes that	101
37	high school equivalency testing can be misused and can have a	102
38	negative impact.	103
39	The Association believes that any state or district plan to use	104
40	equivalency testing as the basis for qualification for a high school	105
41	diploma should be developed cooperatively by classroom teach-	106
42	ers, certified/licensed specialized instructional support person-	107
43	nel, administrators, and governing boards. (1976, 2015)	108
44		109
45	<b>B-4. Dropout Prevention</b>	110
46	The National Education Association believes high school	111
47	graduation must be a federal, state, and local priority.	112
48	The Association also believes that education systems should	113
49	collaborate with parents/guardians and the broader community.	114
50	Together, they should provide intervention, social/emotional	115
51	and legal support, academic assistance, retention counseling,	116
52	and career programs to ensure that preK through 12 students	117
53	remain in school through the completion of high school gradua-	118
54	tion requirements. The Association further believes that school	119
55	counselors, social workers, nurses, psychologists, and other pro-	120
56	fessionals who support the social-emotional and mental health of	121
57	students are essential to dropout prevention. Education systems	122
58	should conduct regular school climate assessments to determine	123
59	the level of support in place to address students' needs.	124
60	The Association believes that student pregnancy impacts the	125
61	educational, social, and economic lives of young people, as well	126
62	as their health. Therefore, any dropout prevention efforts should	127
63	also provide resources and supports for pregnant students and	128
64	students who give birth, including, but not limited to, social-	129
65	emotional support, new parent counseling, lactation support,	130
	guidance of navigating or accessing medical treatment, clean	
	and comfortable lactation spaces, support with child care, and	
	support in finding and accessing other community resources.	
	These students should also have access to extended learning,	
	flexible hours, hybrid learning, and other continuing education	
	options.	
	The Association also believes that the disaggregation of grad-	
	uation rate and exclusionary discipline data is essential to identify	
	and to implement appropriate interventions for highly-impacted	
	groups and individuals. The Association further believes that, in	
	order to maximize graduation rates across demographics, educa-	
	tors should strive to minimize the use of exclusionary discipline	
	practices and eliminate its disproportionate application. (2008,	
	2023)	
	<b>B-5. Expanding Student Graduation and Promotion</b>	
	<b>Options</b>	
	The National Education Association believes that public	
	high schools should employ multiple graduation and promo-	
	tion options and create partnerships with colleges, alternative	
	schools, and vocational, career and technical programs. These	
	options also serve as valid indicators of readiness for postsec-	
	ondary opportunities. (2008, 2017)	
	<b>B-6. Postsecondary Opportunities</b>	
	The National Education Association believes that all stu-	
	dents should be prepared for, and have equitable access to, all	
	postsecondary opportunities. The Association also believes that	
	recruitment efforts for postsecondary opportunities should be	
	equitably implemented, in collaboration with schools, so that	
	no individual or community is disparately targeted or excluded	
	based on their race, age, socioeconomic status, gender, sexual	
	orientation, gender identity, gender expression, ability, ethnicity,	
	immigration status, or religion. (2022)	
	<b>B-7. Higher Education</b>	
	The National Education Association supports higher educa-	
	tion from fully accredited institutions as an essential part of the	
	education process. Higher education is postsecondary education	
	that provides college credit and/or certification/licensure. The	
	Association believes that postsecondary education serves an	
	invaluable function for intellectual development, research and	
	scholarship, career preparation, and preparation for life.	
	The Association also supports access to postsecondary pro-	
	grams for all qualified students without regard to age, gender,	
	sexual orientation, gender identity, gender expression, dis-	
	ability, race, military registration status, or ability to pay. The	
	Association also believes that postsecondary institutions should	
	not penalize degree-holding students who return to upgrade or	
	develop new skills.	
	The Association further supports fully funded, guaranteed	
	student loan and grant programs, including fully funded health	
	care insurance. Guaranteed loans should be made available for	
	all students. Criteria for grants should include the total financial	
	situation of the family, other family members currently enrolled	
	in institutions of higher education, and parents'/guardians' abil-	
	ity to contribute financially.	
	The Association further believes that clear admission and	
	graduation standards, careful student counseling, tutorial and	
	other support services, the right to complete coursework during	
	or after the quarter/semester missed due to documented extended	
	illness, active participation of students in their own learning,	
	and a thoughtfully articulated curriculum can significantly help	
	increase the number of students successfully completing their	
	degrees.	

1 The Association believes that all courses must be offered  
2 with sufficient frequency and with a sufficient number of sec-  
3 tions to enable students to graduate within the time prescribed  
4 for each program.

5 The Association urges the nation’s colleges and universities  
6 to develop, in cooperation with the Association, a uniform for-  
7 mula to evaluate credit hours. (1980, 2021)

### 8 **B-8. Adult Education**

9 The National Education Association supports adult educa-  
10 tion programs that provide lifelong educational and career  
11 opportunities. Adult education is the practice of educating adults  
12 through non-college credit classes. The Association recognizes  
13 the importance of high school completion, English language  
14 acquisition, parenting education, career training, and other adult  
15 education programs that provide students with an opportunity to  
16 become productive, effective, racially just, culturally competent,  
17 and responsible parents, citizens, and community members.

18 The Association believes that to have access to adult educa-  
19 tion programs, adult education students with minor children  
20 should have child care available at their educational sites during  
21 class time. (2006, 2022)

### 22 **B-9. Critical Thinking**

23 The National Education Association believes that critical  
24 thinking is an essential part of a well-rounded education. The  
25 Association also believes that educators play a vital role in teach-  
26 ing critical thinking skills through developmentally appropriate  
27 practices. The Association further believes that developmentally  
28 appropriate practices enable students to—

- 29 a. Analyze, synthesize, and evaluate information
- 30 b. Determine the importance and relevance of arguments  
31 and ideas
- 32 c. Identify erroneous, biased, or fallacious reasoning and  
33 logic
- 34 d. Distinguish fact from opinion
- 35 e. Identify propaganda
- 36 f. Evaluate reliability and validity of sources in all types  
37 of media
- 38 g. Consider historical and contextual content
- 39 h. Recognize argumentative styles and methods. (2019,  
40 2023)

### 41 **B-10 Independent Reading Skills**

42 The National Education Association believes that it is critical  
43 that students become independent readers to succeed in school  
44 and life. Reading instruction, with appropriate intervention,  
45 especially in the early grades, is essential for learning in all con-  
46 tent areas and for achieving high standards. Students at all levels  
47 should have access to independent reading choices through  
48 school libraries in their buildings that are staffed by certified  
49 school library teachers. Teachers at all levels should be encour-  
50 aged to use certified school library teachers’ expertise to address  
51 the diverse needs of students.

52 The Association also believes that the acquisition of the  
53 primary language spoken within the home is the foundation  
54 for reading skills development. Emerging literacy skills begin  
55 with the interaction and communication between children and  
56 adults. An increased number of words spoken to a child dur-  
57 ing language development increases future reading proficiency.  
58 The Association further believes that schools and communities  
59 should work together in raising awareness of the link between  
60 language development and reading skills acquisition.

61 The Association believes that teachers’ efforts to value and  
62 promote reading should be supported by parents/guardians,  
63 school library media specialists, other education employees, and  
64 communities. (1998, 2017)

65

### 66 **B-11. Effective Communication**

67 The National Education Association believes it is critical  
68 that students and educators become effective communicators in  
69 school and in life through all forms of expression. Communica-  
70 tion instruction is essential for learning in all content areas and  
71 for achieving high standards. Access to needed supports such as  
72 assistive technology and alternative and augmentative commu-  
73 nication devices, as well as supports provided by appropriately-  
74 licensed and certificated professional personnel, is necessary to  
75 enable all students in becoming effective communicators. The  
76 Association also believes that students must be culturally com-  
77 petent to be effective communicators.

78 The Association further believes that students’ and educators’  
79 efforts to value and promote effective communication should be  
80 supported by parents/guardians, administrators, other education  
81 employees, and communities. (2009, 2023)

## 82 **EDUCATIONAL EQUITY**

### 83 **B-12. Class Size**

84 The National Education Association believes that excellence  
85 in the classroom can best be attained by small class size.

86 Optimal class sizes must be based on the needs of students,  
87 grade level, subject area content, and physical facilities. The  
88 Association also believes in proportionately lower class sizes in  
89 programs for students with exceptional needs. The Association  
90 further believes that networking and advocacy with stakeholder  
91 groups can assist in the adoption of new policies that ensure  
92 workload assignments are made to provide the maximum ben-  
93 efit to exceptional students. The Association believes in work-  
94 ing together with state and local affiliates to identify caseload  
95 issues and promote workload-based systems that advance best  
96 practices. To further this goal, the Association also believes that  
97 state departments of education should, on a yearly basis, collect  
98 and report class size data that reflect the class size experienced  
99 by most students. (1982, 2021)

### 100 **B-13. Diversity**

101 The National Education Association believes that a diverse,  
102 equitable, and just society enriches all individuals. Similarities  
103 and differences among race, ethnicity, color, national origin, lan-  
104 guage, geographic location, religion, gender, sexual orientation,  
105 gender identity, age, physical and mental ability, size, occupa-  
106 tion, and marital, parental, or economic status form the fabric  
107 of a society. Education should foster a vibrant, pluralistic, and  
108 intrinsically equitable and just society that authentically reflects  
109 diverse populations and cultural perspectives.

110 The Association further believes in the importance of obser-  
111 vances, programs, and curricula that accurately portray and rec-  
112 ognize the roles, contributions, cultures, and history of diverse  
113 groups and individuals.

114 The Association encourages affiliates and members to  
115 become part of programs and observances that may include  
116 cultural and heritage celebrations and/or history months. (1995,  
117 2022)

### 118 **B-14. Racial Diversity Within Student Populations**

119 The National Education Association believes that a racially  
120 diverse student population is essential for all elementary/second-  
121 ary schools, colleges, and universities to promote racial equality,  
122 improve academic performance, and foster a robust exchange  
123 of ideas. The Association also believes that a racially diverse  
124



1 student population may not be achieved or maintained in all  
2 cases simply by ending discriminatory practices and treating all  
3 students equally regardless of race. Strategies should be encour-  
4 aged to enhance equity in the education of our students.

5 The Association further believes that, to achieve or maintain  
6 racial diversity, it may be necessary for elementary/secondary  
7 schools, colleges, and universities to take race into account in  
8 making decisions as to student admissions, assignments, and/or  
9 transfers. (1999, 2015)

### 11 **B-15. Racism, Sexism, Sexual Orientation, Gender 12 Identity, and Gender Expression Discrimination**

13 The National Education Association believes in the equality  
14 of all individuals. Discrimination and stereotyping based on  
15 such factors as race, gender, sexual orientation, gender identity,  
16 gender expression, disability, ethnicity, immigration status,  
17 occupation, and religion must be eliminated.

18 The Association also believes that plans, activities, and pro-  
19 grams for education employees, students, parents/guardians, and  
20 the community should be developed to identify and eliminate  
21 discrimination and stereotyping in all educational settings. Such  
22 plans, activities, and programs must—

- 23 a. Increase respect, understanding, acceptance, and  
24 sensitivity toward individuals and groups in a diverse  
25 society composed of such groups as American Indians/  
26 Alaska Natives, Asians, Native Hawaiian or other Pacific  
27 Islanders, Blacks, Hispanics, women, LGBTQ+ people,  
28 and people with disabilities
- 29 b. Eliminate discrimination and stereotyping in curricula,  
30 textbooks, resource and instructional materials, activi-  
31 ties, etc.
- 32 c. Foster the dissemination and use of nondiscriminatory  
33 and nonstereotypical language, resources, practices, and  
34 activities
- 35 d. Eliminate institutional discrimination
- 36 e. Integrate an accurate portrayal of the roles and contribu-  
37 tions of all groups throughout history across curricula,  
38 particularly groups that have been underrepresented  
39 historically
- 40 f. Identify how prejudice, stereotyping, and discrimination  
41 have limited the roles and contributions of individuals  
42 and groups, and how these limitations have challenged  
43 and continue to challenge our society
- 44 g. Eliminate subtle practices that favor the education of one  
45 student over another on the basis of race, gender, sexual  
46 orientation, gender identity, gender expression, disabili-  
47 ty, ethnicity, or religion
- 48 h. Encourage all members of the educational community  
49 to examine assumptions and prejudices, including, but  
50 not limited to, racism, sexism, and homophobia, that  
51 might limit the opportunities and growth of students and  
52 education employees
- 53 i. Offer positive and diverse role models in our society,  
54 including the recruitment, hiring, and promotion of  
55 diverse education employees in our public schools
- 56 j. Coordinate with organizations and concerned agencies  
57 that promote the contributions, heritage, culture, history,  
58 and special health and care needs of diverse population  
59 groups
- 60 k. Promote a safe and inclusive environment for all.

61 The Association encourages its affiliates to develop and  
62 implement training programs on these matters. (1996, 2021)

### **B-16. American Indian/Alaska Native Education**

63 The National Education Association recognizes that the com-  
64 plex and diverse needs of American Indian/Alaska Native chil-  
65 dren require the direct involvement of parents/guardians, Native  
66 educators, tribal leaders, and other Native groups in developing  
67 programs that preserve the rich heritage of their cultures.

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

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

- 77 a. Involvement and control of the education of American  
78 Indian/Alaska Native students by their parents/guard-  
79 ians, communities, and educators
- 80 b. Opportunities for higher education for all American  
81 Indian/Alaska Native students through direct gov-  
82 ernmental assistance in graduate and undergraduate  
83 programs
- 84 c. Involvement of American Indians/Alaska Natives in lob-  
85 bing efforts for federal programs
- 86 d. Protection and maintenance of the integrity of American  
87 Indian/Alaska Native families and their tribal cultures  
88 so that, if children have to be removed from their home,  
89 placement should be determined by their tribe
- 90 e. Recognition of American Indian/Alaska Native educa-  
91 tors as role models
- 92 f. The identification and removal of barriers for American  
93 Indians/Alaska Natives seeking certification and employ-  
94 ment as educators
- 95 g. Involvement of American Indians/Alaska Natives in pro-  
96 fessional development programs dealing with cultural  
97 pluralism and Native values
- 98 h. American Indian/Alaska Native involvement in develop-  
99 ing multicultural learning centers at higher education  
100 institutions
- 101 i. English proficiency programs that are designed to meet  
102 the language needs of American Indian/Alaska Native  
103 students
- 104 j. Instruction in treaty rights and traditional hunting,  
105 fishing, and gathering practices by American Indians/  
106 Alaska Natives
- 107 k. Assistance to affiliates in meeting the educational needs  
108 of American Indian/Alaska Native students
- 109 l. Coordination with American Indian/Alaska Native orga-  
110 nizations and concerned agencies that promote the val-  
111 ues, heritage, language, culture, and history of American  
112 Indian/Alaska Native peoples
- 113 m. Dissemination of information and programs that include  
114 the values, heritage, language, culture, and history of  
115 American Indians/Alaska Natives
- 116 n. Control of Native lands by American Indians/Alaska  
117 Natives
- 118 o. Protection of undergraduate and graduate ethnic studies  
119 programs at universities and community colleges, and  
120 course offerings at the high school level.
- 121 p. Preservation of the Native languages of the indigenous  
122 people of the Americas, inclusive of American Indians,  
123 Alaska Natives, and Native People of Central and South  
124 America.

- 1 q. Prevention of disproportionate referral of American  
2 Indian/Alaska Native students into the criminal justice  
3 system for violations of school discipline policies. (1976,  
4 2022)

5  
6 **B-17. Hispanic Education**

7 The National Education Association recognizes that the com-  
8 plex and diverse needs of Hispanic children require the direct  
9 involvement of Hispanic educators, parents/guardians, and com-  
10 munity leaders in developing programs that meet the cultural,  
11 language, and learning characteristics of these children.

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

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

61 The responsibility for developing and implementing programs  
62 for Hispanic children should be realized by state and local agen-  
63 cies, regardless of the availability of federal funds. (1972, 2022)

64  
65  
66 **B-18. Asian, Native Hawaiian, and Pacific Islander  
67 Education**

68 The National Education Association recognizes that the com-  
69 plex and diverse needs of Asian and Native Hawaiian or other  
70 Pacific Islander children require the direct involvement of Asian,  
71 Native Hawaiian, and Pacific Islander educators, parents/guard-  
72 ians, and community leaders in the development of programs  
73 that preserve the rich heritage of their cultures.

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

- 76 a. Preservice and continuing education of teachers
- 77 b. Development of curriculum and instructional materials  
78 and programs, including English proficiency programs  
79 that are designed to meet the language needs of Asian,  
80 Native Hawaiian, and Pacific Islander students
- 81 c. Education of Asian, Native Hawaiian, and Pacific  
82 Islander adult refugees
- 83 d. Dissemination of programs and information that include  
84 the values, heritage, language, culture, and history of  
85 Asian, Native Hawaiian, and Pacific Islanders peoples
- 86 e. Recognition of Asian, Native Hawaiian, and Pacific  
87 Islander educators as role models
- 88 f. Protection of undergraduate and graduate ethnic studies  
89 programs at universities and community colleges, and  
90 course offerings at the high school level
- 91 g. Preservation of Native Hawaiian languages
- 92 h. Recognition and acknowledgement of the vast range of  
93 cultures, languages, and histories encompassed in the  
94 Asian, Native Hawaiian, and Pacific Islander peoples
- 95 i. Inclusivity and representation of Asian, Native Hawaiian,  
96 and Pacific Islander peoples
- 97 j. Prevention of disproportionate referral of Asian, Native  
98 Hawaiian, and Pacific Islander students into the criminal  
99 justice system for violations of school discipline policies.

100 The Association encourages opportunities to preserve, pro-  
101 mote, and perpetuate Asian and Native Hawaiian or other Pacific  
102 Islander heritage and culture. (1979, 2022)

103  
104 **B-19. Micronesian Education**

105 The National Education Association recognizes that the com-  
106 plex and diverse needs of Micronesian children require the direct  
107 involvement of Micronesian island educators, parents/guardians,  
108 and community leaders in the development of programs that  
109 meet the cultural, language, and learning characteristics of these  
110 children.

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

- 113 a. Programs establishing appropriate educational opportu-  
114 nities for Micronesian students
- 115 b. Development of curriculum and instructional materi-  
116 als and programs, including English proficiency pro-  
117 grams that are designed to meet the language needs of  
118 Micronesian students
- 119 c. Development of relationship-building and culturally  
120 cohesive frameworks designed to meet the needs of  
121 Micronesians in the school, home, and work environment
- 122 d. The recruitment, training, and employment of  
123 Micronesian island educators as role models, bilingual  
124 teachers, counselors, and other professional and support  
125 staff to meet the needs of Micronesian students
- 126 e. Involvement of Micronesian educators in developing  
127 educational materials for classroom instruction, as well  
128 as the dissemination of information and programs that  
129 include the values, heritage, language, culture, and his-  
130 tory of Micronesians

1	f.	Assistance to affiliates in meeting the educational needs of Micronesian students	66
2			67
3	g.	Opportunities for higher education for all Micronesian students through direct and indirect governmental assistance in graduate and undergraduate programs	68
4			69
5	h.	Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level	70
6			71
7	i.	Prevention of disproportionate referral of Micronesian students into the criminal justice system for violations of school discipline policies.	72
8			73
9		The Association encourages opportunities to preserve, promote, and perpetuate Micronesian heritage and culture. (2008, 2022)	74
10			75
11			76
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1 **B-27. Education of Refugee and Undocumented**  
2 **Children and Children of Undocumented**  
3 **Immigrants**

4 The National Education Association believes that, regard-  
5 less of the immigration status of students or their parents, every  
6 student has the right to a free public education, including mul-  
7 tilingual services and primary language instruction, in an envi-  
8 ronment free from harassment. The Association also believes  
9 that all parents should have equal access to all services provided  
10 by the school system regardless of their immigration status. The  
11 Association opposes Immigration and Customs Enforcement  
12 (ICE) operations on school property. The Association supports  
13 access to higher education for undocumented students and access  
14 to financial aid and in-state tuition to state colleges and univer-  
15 sities in the states where they reside. The Association further  
16 believes that neither educational systems nor their employees  
17 are responsible for the determination and enforcement of legal  
18 residency status.

19 The Association believes that students who have resided in  
20 the United States for at least five years at the time of high school  
21 graduation should not be held responsible for decisions they  
22 were not legally able to make but rather should be granted legal  
23 residency status, and allowed to apply for U.S. citizenship, and  
24 that legalization not be used as an incentive for or be dependent  
25 on military service. (1980, 2019)

26  
27 **B-28. Education of Migrants**

28 The National Education Association believes that migrant  
29 workers and their children are entitled to educational opportuni-  
30 ties that address their diverse and unique educational needs.

31 The Association advocates the implementation of multilin-  
32 gual/multicultural and remedial instructional programs that  
33 address the individual instructional needs of migrant students  
34 in the United States, regardless of the availability of federal and  
35 state funds to support such programs. (1975, 2023)

36  
37 **B-29. Communication Between Educators and**  
38 **Non-English Speaking Parents, Guardians, and**  
39 **Caregivers**

40 The National Education Association believes that meaningful  
41 communication between educators and parents, guardians, and  
42 caregivers who lack English language proficiency is necessary to  
43 assist in their children’s development and the family’s integration  
44 into United States society. Such communication is especially  
45 important when communicating educational plans for students  
46 with special needs.

47 The Association also believes that school districts should  
48 compile a directory of individuals fluent in specific languages  
49 who could be available to translate when necessary.

50 The Association further believes that educators who fulfill  
51 the role of translator beyond the scope of their normal duties  
52 should be compensated at their equivalent hourly rate. (2005)

53  
54 **B-30. Equity for Incarcerated Persons**

55 The National Education Association believes that incarcer-  
56 ated persons, regardless of race, age, gender, sexual orientation,  
57 gender identity, gender expression, disability, ethnicity, immigra-  
58 tion status, occupation, and religion are entitled to equal access  
59 to medical and mental health services as well as educational,  
60 recreational, and rehabilitative programs within all correctional  
61 systems.

62 The Association also believes that when a student is incarcer-  
63 ated and has been identified as having a disability by standards  
64 of the Individuals with Disabilities Education Act or a 504 plan,  
65

the plans for the student should be implemented during the dura- 66  
tion of the incarceration. (1990, 2022) 67

68  
69 **SPECIFIC PROGRAMS FOR INDIVIDUALS**

70  
71 **B-31. Education of Gifted, Talented, and Creative**  
72 **Students**

73 The National Education Association believes that there must  
74 be educational programs and services for gifted, talented, and  
75 creative students, and supports federal and state funding for the  
76 education of these students. The Association also believes that  
77 there must be well-developed criteria and guidelines for iden-  
78 tifying and teaching these students. Such identification must be  
79 culturally sensitive and must not discriminate on any basis other  
80 than the exceptionality being identified.

81 The Association further believes that all students and their  
82 families, parents, guardians, and caregivers should be informed  
83 of their rights to have access to and testing for gifted educa-  
84 tion, alternative education options, and specialized programs.  
85 The Association acknowledges that historically marginalized  
86 groups are underrepresented in gifted and specialized education  
87 programs, and urges public school districts to have an inclusive  
88 approach to gifted education.

89 The Association believes that culturally responsive profes-  
90 sional development programs in gifted and talented education  
91 must be provided for all appropriate education employees.

92 The Association urges its affiliates to promote the develop-  
93 ment and implementation of services and support for gifted  
94 children and their educators. (1980, 2022)

95  
96 **B-32. Educational Programs in Support of Lesbian,**  
97 **Gay, Bisexual, Transgender, Non-Binary, and**  
98 **Questioning Students**

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

- 107 a. Acknowledgement of the significant contributions of  
108 diverse LGBTQ+ persons in American history and  
109 culture
- 110 b. Involvement of educators knowledgeable in LGBTQ+  
111 issues in the development of educational materials that  
112 integrate factual information about the history, social  
113 movements, and current events of LGBTQ+ people
- 114 c. Developmentally appropriate local, state, and national  
115 resources. (2015, 2019)

116  
117 **B-33. Alternative Programs for At-Risk and/or**  
118 **Students With Special Needs**

119 The National Education Association recognizes that there  
120 must be increased development and maintenance of alterna-  
121 tive programs to meet the needs of at-risk and/or students with  
122 special needs, preK through adult. The Association recommends  
123 early access to intervening services and appropriate identifica-  
124 tion and placement of these students. Teachers, related service  
125 providers, and administrators should receive necessary training  
126 in diagnostic processes and alternative methods of teaching and  
127 learning, including culturally responsive teaching practices.  
128 Appropriate training should also be provided to education sup-  
129 port professionals. In addition, parents/guardians, school secu-  
130 rity personnel, and other school community members should be

1 encouraged to acquire the training to effectively meet the needs  
2 of these students.

3 Programs should include appropriate monitoring of student  
4 progress and emphasize a broad range of approaches for address-  
5 ing students' differing behavioral patterns, interests, needs, cul-  
6 tural backgrounds, and learning styles. These programs must be  
7 evaluated on stated objectives and standards. Teachers in these  
8 programs must have a major role in designing the objectives and  
9 evaluations and working with appropriate school and commu-  
10 nity personnel to execute these objectives and evaluations.

11 The Association believes that at-risk students who are  
12 assigned to an alternative placement due to disciplinary issues  
13 should be required to exhibit regular attendance and adequate  
14 academic and behavioral progress, in accordance with planned  
15 interventions for the students' individual needs, prior to their  
16 return to a regular educational setting.

17 The Association also believes that the rights of students  
18 who are protected under the provisions of the Individuals with  
19 Disabilities Education Act and Americans with Disabilities Act  
20 must be preserved.

21 The Association urges its affiliates to seek adequate compen-  
22 sation, planning time, materials, and facilities for all education  
23 professionals involved in these programs.

24 The Association supports affiliate efforts that advocate for  
25 teachers seeking additional certification and the recruitment of  
26 teachers with certifications supporting at-risk youth.

27 In higher education settings, faculty and education support  
28 professionals who are working with students with special needs  
29 should be provided with appropriate resources to accommodate  
30 these students' special requirements.

31 The Association encourages its state affiliates to seek legisla-  
32 tion that would require any person offering services to remedi-  
33 ate, correct, or ameliorate reading, speech, language, behavioral,  
34 emotional, or learning disabilities, or related problems to be  
35 licensed under regulations of each state's department of public  
36 instruction or other appropriate agency. (1977, 2018)

### 37 38 **B-34. Educational Programs for English Language 39 Learners**

40 The National Education Association believes that English  
41 Language Learners (ELLs) must have programs available to  
42 them that address their unique needs and that provide equal  
43 opportunity to all students, regardless of their primary language  
44 or limited first language education. Programs for ELLs should  
45 emphasize English proficiency while concurrently providing  
46 meaningful instruction in all other curriculum areas. Designated  
47 English language instruction should build toward proficiency  
48 and include skill areas such as phonemic awareness, phonics,  
49 fluency, vocabulary, and reading comprehension. In planning a  
50 comprehensive program for ELLs, age, academic needs, individ-  
51 ual differences in language acquisition abilities, environmental  
52 factors, and best teaching practices must be considered.

53 The Association also believes that ELLs should be placed  
54 in bilingual education programs to receive instruction in their  
55 native language from qualified teachers until such time as Eng-  
56 lish proficiency is achieved. If no bilingual programs are avail-  
57 able, these students should be taught in language acquisition and  
58 development programs designed to meet their specific needs.  
59 Students should be in classes that are limited in size. Methods  
60 such as weighted formulas should be used. Additional staffing,  
61 modified scheduling, and/or curriculum designed to accommo-  
62 date the demands of each ELL should be provided in order to  
63 meet state and local educational expectations. Students should  
64 not be enrolled in special education classes solely because of  
65 linguistic difference. A student's English proficiency should be

taken into account and they should be tested in their primary  
language when possible to determine whether special education  
placement is necessary.

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

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

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

### 92 93 94 **B-35. Education of Speakers of Nonstandard English**

95 The National Education Association believes that students  
96 who enter school as speakers of nonstandard English are learn-  
97 ers with unique needs, and these needs must be provided for in  
98 the overall program in each local school district. The Associa-  
99 tion also believes that programs for these students must provide  
100 equal opportunity, should emphasize proficiency in standard  
101 English that provides them the opportunity to succeed in all  
102 aspects of daily life, and should concurrently provide meaning-  
103 ful instruction in all other curriculum areas. The Association  
104 advocates programs that begin with the linguistic proficiencies  
105 demonstrated by entering students, and build a program from  
106 that starting point.

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

### 112 113 **B-36. Education for All Students with Disabilities**

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

- 122 a. A fully accessible and inclusive educational environ-  
123 ment—using appropriate accommodations, modifica-  
124 tions, instructional materials, support services, and  
125 pupil personnel services—must ensure equitable access  
126 and match the learning needs of both students with and  
127 students without disabilities.
- 128 b. Student placement must be based on individual needs  
129 rather than on available space, funding, or local phi-  
130 losophy of a school district. Student placements must

1	be examined on a regular basis to ensure appropriate-	q.	Incentives for participation in professional development	66
2	ness whereby all needed services and support will be		activities should, as mandated by law, be made available	67
3	provided and should not be made disproportionately by		for education employees.	68
4	ethnicity or gender. Necessary building/staff modifica-	r.	Education employees, as mandated by law, must be	69
5	tions must be provided to facilitate such placement.		appointed to local and state advisory bodies on special	70
6	c. General and special education teachers, pupil personnel		education.	71
7	and related service providers, and education support pro-	s.	Education employees must be allowed to take part in	72
8	professionals who work with the student, and administra-		the U.S. Office of Special Education and Rehabilitative	73
9	tors, parents/guardians, and the student, as appropriate,		Services on-site visits to states. Education employees	74
10	should have input in the development of the individual-		should be invited to these meetings.	75
11	ized education program (IEP) and must have access to	t.	Local affiliates and education employees must be	76
12	the IEP.		recruited, trained, and involved in monitoring school	77
13	d. When necessary, the student and/or family should have		system compliance with federal special education	78
14	access to translation and interpretation services sur-		legislation.	79
15	rounding the IEP process.	u.	Adequate release time or funded additional time must	80
16	e. General and special education teachers; pupil personnel		be made available so that teachers can carry out the	81
17	and related service providers; education support pro-		increased demands placed upon them by federal special	82
18	professionals; and administrators, parents/guardians, and		education legislation, including the development and	83
19	students, as appropriate, must share in implementing the		administration of alternate forms of assessment.	84
20	IEP. Prior to implementation, all necessary and appro-	v.	Collective bargaining and other means should be used	85
21	priate educational materials, professional development,		to minimize the potentially severe impact on staff that	86
22	and supportive services must be provided.		results from the implementation of special education	87
23	f. Students with physical disabilities and/or medical needs		legislation.	88
24	requiring nursing procedures must have their medical	w.	Benefits for staff working with students with disabilities	89
25	needs met by certified/professional school nurses.		must be negotiated through collective bargaining agree-	90
26	g. All impacted staff members must have an appeal proce-		ments and must be honored.	91
27	dures regarding the implementation of the IEP, especially	x.	Full funding must be provided by local, state, and fed-	92
28	in terms of student placement. The procedure must		eral governments.	93
29	include the right to have the dissenting opinion recorded	y.	Students are better served if the person working with	94
30	and attached to the IEP.		them is prepared to accommodate their needs. Substitute	95
31	h. Suspension and expulsion policies and practices used by		employees should be made aware that the assignment	96
32	local education agencies must be applied consistently		offered is a program for students with disabilities.	97
33	to both students with and students without disabilities	z.	Collaboration and communication between educators,	98
34	where misconduct is shown to be unrelated to either the		students, and families is essential to ensure success for	99
35	disabling condition or to improper placement.		students with disabilities. (1978, 2023)	100
36	i. A plan recognizing individual differences must be used			101
37	in a systematic evaluation and reporting of program			102
38	development.	<b>B-37. Educational Programs for Adolescent Parents</b>		102
39	j. Students with disabilities must have appropriate, acces-		The National Education Association believes that school	103
40	sible testing options matching the processing disorders,		districts must meet the educational needs of adolescent students	104
41	motor skills, and/or academic developmental levels or		who are parents or who are about to become parents. Such	105
42	language proficiency of those students to measure indi-		students should not be discriminated against or denied equal	106
43	vidual progress and proficiencies.		educational opportunities.	107
44	k. Limitations must be made in class size, caseloads, and/		The Association recommends programs for these students	108
45	or work load of designated education and service pro-		that include—	109
46	viders, using methods such as the workload analysis	a.	Flexible scheduling and attendance policies	110
47	model, modified scheduling, and/or curriculum design		Extended learning opportunities and continuing educa-	111
48	determined by each student's IEP or other learning		tion options leading to student graduation	112
49	accommodations.	c.	Access to hybrid, virtual, and homebound instruction	113
50	l. All teachers who serve students with disabilities must		Appropriate guidance in continuing/alternative educa-	114
51	have scheduled access to resource personnel, instruc-		tional programs and productive employment	115
52	tional assistants, paraeducators, co-teachers, and special	e.	Career development skills	116
53	education teachers.		Development of self-esteem	117
54	m. The student's IEP should not be used as criteria for the		Promotion of sound health practices regarding nutrition,	118
55	evaluation of education employees.		substance abuse, exercise, family planning, and parent-	119
56	n. Communications must be maintained among all involved		ing skills	120
57	parties.		On-site preschool and child care services	121
58	o. Staff must not be reduced.		Free transportation. (1987, 2023)	122
59	p. All school personnel, including substitutes, must be			123
60	adequately prepared for their roles, including address-	<b>B-38. Homebound Instruction</b>		124
61	ing the identified individual needs of students, through		The National Education Association believes that homebound	125
62	appropriate licensing and/or continual and accessible		students, those educated in the home because of individualized	126
63	professional development.		student needs determined by established local school procedures,	127
64			must receive instruction that follows the regular curriculum.	128
65			This instruction must be implemented, documented, monitored,	129
			and assessed by a licensed teacher. The Association also believes	130

1 that credits earned through such homebound instruction should  
2 be accepted toward promotion and/or graduation requirements.  
3 (1988, 2002)

### 4 **B-39. Youth and Adult Training Programs**

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

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

### 19 **B-40. Education Through Service Learning and 20 Community Service**

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

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

### 34 **B-41. Junior Reserve Officer Training Corps**

35 The National Education Association believes that the Junior  
36 Reserve Officer Training Corps programs, which exist within  
37 the public schools, must meet all local and state educational stan-  
38 dards and policies, including the employment of fully licensed  
39 teaching personnel. Such programs should be subject to and con-  
40 form to the provisions of the collective bargaining agreement.  
41 Any programs that currently do not meet said conditions should  
42 be brought into compliance. (1997, 1998)

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

44 The National Education Association believes that driver edu-  
45 cation courses that include both classroom and behind-the-wheel  
46 experiences should be part of the education of all students and  
47 should be taught by teachers licensed in driver education. (1980,  
48 1998)

## 49 **CURRICULUM CONTENT**

### 50 **B-43. Culturally Responsive Education**

51 The National Education Association believes that cultur-  
52 ally responsive education is critical to building equitable and  
53 inclusive school curricula. The Association also believes that  
54 culturally responsive education recognizes and embraces cul-  
55 tural differences to create a more just learning environment.  
56 The Association further believes that culturally responsive  
57 education promotes recognition of individual and group differ-  
58 ences and similarities in order to reduce all forms of prejudice  
59 and discrimination to develop self-esteem as well as respect for

60 others. Such education includes the past and present contribu-  
61 tions of historically underrepresented or marginalized people.

62 Culturally responsive education seeks to develop a whole  
63 school environment that is inclusive of cultural considerations  
64 (e.g., curriculum, instructional materials, learning and testing,  
65 respect for cultural differences, etc.). The development of a  
66 culturally responsive environment is ever-evolving and ongoing.  
67 A culturally competent pedagogy connects students' cultures,  
68 languages, and life experiences with the school curriculum.  
69 Leveraging a student's knowledge and experiences from their  
70 families and communities helps them to access and connect with  
71 the curriculum and develop their academic skills. (1981, 2023)

### 72 **B-44. Global Citizenship Education**

73 The National Education Association believes that global  
74 citizenship education increases respect for and awareness of  
75 the earth and its peoples. Global citizenship education imparts  
76 information about cultures and an appreciation of our interde-  
77 pendency in sharing the world's resources to meet mutual human  
78 needs.

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

85 The Association further believes that the goal of appreciation  
86 for, respect of, and harmony within our global society depends  
87 on a national commitment to strengthening the capability of the  
88 educational system to teach students about global citizenship.  
89 (1995, 2022)

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

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

102 The Association further believes that educational software  
103 may be used to improve or enhance the effectiveness of teacher  
104 instruction as a supplementary resource and must not be used to  
105 supplant teacher instruction.

106 The Association supports the maintenance of current pro-  
107 grams and the further encouragement and development of world  
108 language instruction and international studies at all educational  
109 levels.

110 The Association recognizes the need for teacher preparation  
111 programs for world language teachers and supports teacher and  
112 student exchange programs. (1981, 2012)

### 113 **B-46. Arts Education**

114 The National Education Association believes that artistic  
115 expression is essential to an individual's intellectual, aesthetic,  
116 and emotional development. The Association also believes that  
117 visual and performing arts transcend cultural barriers, foster  
118 multicultural understanding, and enhance critical thinking  
119 skills. The Association therefore believes that preK through  
120 12 curricula must include a balanced, comprehensive, and  
121 sequential program of visual and performing arts instruction for  
122

1 all students. The arts are defined as visual art, music, drama,  
2 dance, and media arts. These students must be taught by teach-  
3 ers licensed in arts in a facility or room designed and equipped  
4 for that purpose. Resources must be provided to maintain and  
5 upgrade materials and provide for emerging technologies.

6 The Association urges its state affiliates to become involved  
7 in the promotion, expansion, and implementation of an academic  
8 visual and performing arts program in curricula and as a require-  
9 ment for high school graduation. The Association also urges its  
10 state affiliates to advocate for equal access to high-quality visual  
11 and performing arts programs, regardless of geographic loca-  
12 tion. (1980, 2015)

### 13 **B-47. Journalism Education**

14 The National Education Association believes that freedom of  
15 speech and press are fundamental principles in our democratic  
16 society granted by the First Amendment of the United States  
17 Constitution, and these freedoms provide all people, including  
18 students, with the right to engage in robust and uninhibited dis-  
19 cussion of issues in various student media.

20 The Association encourages schools to include a comprehen-  
21 sive journalism curriculum that fosters unbiased freedom of the  
22 press by educating a new generation of journalists and includes  
23 opportunities for student-created media and publications. (2008,  
24 2022)

### 25 **B-48. Vocational, Career, and Technical Education**

26 The National Education Association believes that preparation  
27 of students for vocational, career, and technical jobs should be  
28 the responsibility of secondary, adult, and higher education in  
29 collaboration with labor and business. Educational programs  
30 that ensure equal opportunity for occupational development and  
31 encourage students to consider nontraditional vocations should  
32 be developed for all students at all levels. Vocational, career, and  
33 technical education should provide a comprehensive program of  
34 lifelong learning for the training, advancement, and promotion  
35 of all students.

36 The Association supports vocational, career, and technical  
37 education as a major component of education and advocates that  
38 every student have the opportunity to enroll in such classes with-  
39 out restrictions. To be effective, vocational, career, and technical  
40 education should be preceded by career awareness and explora-  
41 tion programs. These vocational, career, and technical education  
42 courses should be coordinated and integrated with traditionally  
43 academic courses. These integrated programs should be combin-  
44 ed, when appropriate, with cooperative efforts on the part of  
45 educators and industrial and business leaders to provide school-  
46 to-work experiences for students. Organized vocational, career,  
47 and technical education programs offer a sequence of courses  
48 that are directly related to the preparation of individuals in paid  
49 or unpaid employment in current and emerging occupations.  
50 Such programs shall include competency-based applied learning  
51 that contributes to an individual's academic knowledge, higher-  
52 order reasoning and problem-solving skills, work attitudes,  
53 interpersonal and collaborative skills, general employability  
54 skills, and the occupational-specific skills necessary for eco-  
55 nomic independence as a productive and contributing member  
56 of society.

57 The Association also believes that adequate resources must  
58 be provided for educators to maintain, enhance, and expand  
59 quality vocational, career, and technical education programs; to  
60 procure up-to-date equipment and materials for those programs;  
61 and to prepare students for a highly technical work environment.  
62 The Association further believes that the involvement of educa-  
63 tion employees, private sector employment and training program  
64

65 personnel, and the labor and business communities is essential to  
66 the development of quality vocational, career, and technical edu-  
67 cation programs. The Association believes such resources should  
68 be substantially increased, not merely redistributed among states  
69 or other federal initiatives.

70 The Association supports vocational, career, and techni-  
71 cal courses as an option for all students. The Association also  
72 believes that placement into vocational, career, and technical  
73 programs should be voluntary. (1976, 2010)

### 74 **B-49. Career and Technical Student Organizations**

75 The National Education Association believes that career and  
76 technical student organizations are integral components of qual-  
77 ity vocational, career, and technical education programs. Career  
78 and technical student organizations provide students opportuni-  
79 ties for leadership development, career preparation, and com-  
80 munity involvement. Active participation in a career and techni-  
81 cal student organization at the local, state, and national levels  
82 encourages students to prepare for the adult roles of wage earner,  
83 community leader, and family member. (2001, 2017)

### 84 **B-50. School-to-Work/Career Education**

85 The National Education Association believes that a goal of  
86 public education is to provide all individuals, preschool through  
87 adult, opportunities to become effective, responsible, produc-  
88 tive citizens. To achieve this goal, career education must be  
89 interwoven into the total educational system and should include  
90 programs in gender-inclusive career awareness and exploration  
91 to aid students in career course selection. These programs should  
92 be combined with cooperative efforts on the part of educators  
93 and leaders from labor, business, and the community to provide  
94 school-to-work experiences that meet rigorous academic stan-  
95 dards and are accorded the same level of accreditation as other  
96 education programs.

97 The Association also believes that educational programs for  
98 all students should offer a variety of exploratory career experi-  
99 ences that are developmentally appropriate. In addition, these  
100 programs should enhance self-esteem and assure equal oppor-  
101 tunity for career development and equal access to vocational,  
102 career, and technical program admissions; college admissions;  
103 and university admissions. (1976, 2023)

### 104 **B-51. Family and Consumer Sciences Education**

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

109 The Association also believes that family and consumer sci-  
110 ences education programs should—

- 111 a. Follow national standards as set forth by the appropriate  
112 professional organizations
- 113 b. Be developmentally appropriate
- 114 c. Be cooperative in nature and culturally responsive.  
115 (2005, 2023)

### 116 **B-52. Physical Education**

117 The National Education Association believes that physical  
118 activity and exercise are essential for good health and must be  
119 encouraged during the developmental years of students. The  
120 Association also believes that a comprehensive program of phys-  
121 ical education should be provided daily in grades preK through  
122 adult in or on facilities designed for that purpose. Physical educa-  
123 tion programs and curricula should follow national standards as  
124 set forth by the appropriate professional organizations; should be  
125



1 developmentally appropriate, sequential, cooperative in nature,  
2 and culturally responsive and gender inclusive; and should—

- 3 a. Emphasize physical activity, fitness, exercise, and good  
4 health; skills of sports, games, dance, and basic move-  
5 ment; and related concepts and knowledge
- 6 b. Assess students, including physical fitness testing, as a  
7 culmination of preparatory activities, and develop a fit-  
8 ness plan that is tracked for progress
- 9 c. Include instruction in basic lifesaving techniques
- 10 d. Provide for the special needs of students with low fitness,  
11 physical disabilities, or learning disabilities
- 12 e. Be taught by teachers licensed in physical education
- 13 f. Be taught with the same student/teacher ratio as other  
14 grade-level class sizes and be provided the same amount  
15 of planning time
- 16 g. Provide staff training on policies and procedures that  
17 address issues of sexual orientation, gender identity, and  
18 gender expression. (1991, 2022)

### 20 **B-53. Family Life Education**

21 The National Education Association recognizes the myriad  
22 family structures in society and the impact of these family  
23 structures and other close personal relationships on the quality  
24 of individual lives and upon society. The Association also recog-  
25 nizes the importance of education in the maintenance and pro-  
26 motion of stable, functional, healthy families and the emotional,  
27 physical, and mental health of people within these families.

28 The Association believes that programs should be established  
29 for both students and parents/guardians and supported at all  
30 educational levels to promote—

- 31 a. The development of self-esteem and positive self-concept  
32 in individuals of all ages in various family roles
- 33 b. Learning and practicing positive interpersonal commu-  
34 nication skills and conflict resolution
- 35 c. Education in human growth and development
- 36 d. Positive parenting techniques that include strategies to  
37 deal effectively with violent behavior
- 38 e. An understanding of societal issues and problems  
39 related to children, spouses, parents/guardians, domestic  
40 partners, older generation family members, and other  
41 family members.

42 The Association also believes that education in these areas  
43 must be presented as part of an anti-biased, culturally sensitive  
44 program. (1994, 2001)

### 46 **B-54. Health Education**

47 The National Education Association believes that, to promote  
48 health and wellbeing, all students preK through adult should  
49 have access to health curricula. Licensed and certified profes-  
50 sional personnel should develop, implement, and coordinate  
51 health curricula.

52 The Association also believes that health education programs  
53 in the schools should provide a planned, sequential health educa-  
54 tion curricula for preK through adult education that—

- 55 a. Promotes sound nutrition and that includes education  
56 concerning the health risks associated with obesity and  
57 eating disorders
- 58 b. Integrates various health topics (such as drug abuse,  
59 violence, safety issues, universal precautions, sex educa-  
60 tion, HIV education, and the dangers of performance-  
61 enhancing dietary herbal supplements)
- 62 c. Enables students to develop the essential knowledge  
63 and skills to maintain personal, family, and community  
64 health. (2016)

### **B-55. Sex Education**

65 The National Education Association believes that the develop-  
66 ing child's sexuality is continually and inevitably influenced by  
67 daily contacts, including experiences in the school environment.  
68 The Association recognizes that sensitive sex education can be  
69 a positive force in promoting physical, mental, emotional, and  
70 social health and that the public school must assume an increas-  
71 ingly important role in providing the instruction. Educators and  
72 health professionals must be qualified to teach in this area and  
73 must be legally protected from censorship and lawsuits.

74 The Association urges that formal sex education should  
75 include parent/guardian orientation and be planned and imple-  
76 mented with careful attention to developmental needs, appro-  
77 priateness to community settings and values, and respect for  
78 individual differences.

79 The Association also believes that to facilitate the realization  
80 of human potential, it is the right of every individual to live in  
81 an environment of freely available information and knowledge  
82 about sexuality and encourages affiliates and members to sup-  
83 port appropriately established sex education programs. Such  
84 programs should include information on—

- 85 a. Sexual abstinence, birth control, family planning, prena-  
86 tal care, parenting skills, the effects of substance abuse  
87 during pregnancy, and the issues associated with pre-  
88 teen and teenage pregnancy
- 89 b. Diversity of culture and diversity of sexual orientation  
90 and gender identity
- 91 c. Sexually transmitted diseases including HIV and HPV,  
92 incest, sexual abuse, sexual harassment, and homophobia
- 93 d. Age-appropriate, medically accurate information includ-  
94 ing lesbian, gay, bisexual, transgender, non-binary, and  
95 questioning (LGBTQ+) issues. This should include but  
96 not be limited to information on sexuality, sexual orien-  
97 tation, and gender expression
- 98 e. Sexual violence and affirmative consent, being defined  
99 as sexual activity deemed consensual if both parties  
100 clearly declare their willingness to participate through a  
101 voluntary, conscious, and affirmative agreement. (1969,  
102 2018)

### **B-56. HIV/AIDS Education**

103 The National Education Association believes that educational  
104 institutions should establish comprehensive human immunodef-  
105 iciency virus (HIV) and acquired immunodeficiency syndrome  
106 (AIDS) education programs as an integral part of the school cur-  
107 riculum. HIV/AIDS education must include education about all  
108 means of transmission, including unprotected sex and unsanitary  
109 methods of tattooing, body piercing, and intravenous drug use.  
110 Information on prevention options must include abstinence and  
111 medically accepted protective devices. Instruction in decision-  
112 making skills to assist students in correlating health information  
113 and personal behavior is essential.

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

### **B-57. Science Education**

119 The National Education Association believes that the content  
120 in science education must be based on scientific theory that incor-  
121 porates empirically collected evidence, scientific methodology,  
122 and other accepted scientific processes. This entire process leads  
123 toward scientific consensus. The Association also believes that  
124 content and curriculum must be based on the National Science



1 **B-65. Labor Movement Education**

2 The National Education Association believes that the strug- 66  
3 gles of workers of all ages in establishing unions and the influ- 67  
4 ence of the labor movement on the growth of the United States 68  
5 should be an integral part of the curriculum in our schools. 69

6 The Association urges educators, curriculum committees, and 70  
7 authors to include material that accurately presents the important 71  
8 contributions to our country’s history and growth that have been 72  
9 provided by the unions involved in the labor movement and the 73  
10 individuals who led that movement. (1988, 2022) 74

11  
12 **TECHNOLOGY IN EDUCATION**

13  
14 **B-66. Technology in the Educational Process<sup>5</sup>**

15 The National Education Association believes that technol- 80  
16 ogy in the educational process improves learning opportunities 81  
17 for students, quality of instruction, effectiveness of education 82  
18 employees, and provides opportunities to reduce educational 83  
19 inequities. 84

20 The Association supports increased federal, state, and local 85  
21 resources, along with public/private partnerships, to fully fund 86  
22 equipment purchases/leases/upgrades, maintenance, technical 87  
23 support, training, evaluation, and staffing to support the full 88  
24 use of technology in public schools, public colleges, and public 89  
25 universities. 90

26 The Association also believes that—

- 27 a. Education employees must have access to necessary 91  
28 technology for managing and advancing instruction. 92  
29 Such technology must be compatible with and on at least 93  
30 the same level as technology in general use outside edu- 94  
31 cation. Further, education employees should be provided 95  
32 training, encouragement, time, and resources to experi- 96  
33 ment with and to research applications of technology 97  
34 in order to integrate technology into all curricula as a 98  
35 regular part of the instructional day. 99
- 36 b. Education employees, including representatives of the 100  
37 local affiliate, must be involved in all aspects of technol- 101  
38 ogy utilization, including planning, materials selection, 102  
39 implementation, and evaluation. Additional preparation 103  
40 time and ongoing technological support must be granted 104  
41 to teachers using technology to enrich their instruction. 105  
42 Further, classroom teachers, higher education faculty, 106  
43 and library/media specialists must have collaborative 107  
44 planning time. 108
- 45 c. Teacher preparation in instructional technology, includ- 109  
46 ing the development of effective materials, and appropri- 110  
47 ate instructional strategies must be included in college 111  
48 and university programs. 112
- 49 d. Ongoing professional development must be provided for 113  
50 education employees in the use, integration, and applica- 114  
51 tions of technologies to enhance instruction. 115
- 52 e. Instructional technology should be used to support 116  
53 instruction and must be directed by a certified/licensed 117  
54 teacher. 118
- 55 f. Instructional technology should be used to improve the 119  
56 learning opportunities for students, the quality of instruc- 120  
57 tion, and/or the effectiveness of education employees, 121  
58 rather than to reduce positions, hours, or compensation. 122
- 59 g. The evaluation of education employees in any techno- 123  
60 logical program should be conducted openly, be tailored 124  
61 125  
62 126  
63 127  
64 128  
65 129  
130

to the medium, and meet the requirements of the local 66  
collective bargaining agreement or evaluation policy. 67

- 68 h. The impact of technology and digital learning on edu- 69  
70 cation employees should be subject to local collective 70  
71 bargaining agreements. 71
- 72 i. Education employees’ participation in digital learn- 72  
73 ing must be mutually established in employer policies, 73  
74 locally negotiated agreements, and/or other sources that 74  
75 establish the terms and conditions of employment for 75  
76 education employees. 76
- 77 j. Education employees should own the copyright to mate- 77  
78 rials that they create in the course of their employment. 78  
79 (1981, 2017) 79

80 **B-67. Fair and Equitable Access to Technology**

81 The National Education Association believes students must 81  
82 have access to and instruction in technology, and encourages 82  
83 the responsible use of technology. Further, students should have 83  
84 access to the internet as well as equity in training, funding, and 84  
85 participation to ensure their technological literacy. 85

86 The Association also believes equity and freedom of access 86  
87 to information unimpeded by geographic, economic, social, or 87  
88 cultural constraints is essential. 88

89 The Association further believes that internet access and 89  
90 activities should be developmentally appropriate and monitored 90  
91 and should foster critical use. Any documentation material pro- 91  
92 duced as a result of internet access should be properly cited and 92  
93 comply with copyright laws. (2015, 2021) 93

94 **B-68. Internet Access**

95 The National Education Association believes that every 95  
96 school classroom, office, teacher workroom, and library/media 96  
97 center should have affordable, high-speed, seamless, and equal 97  
98 access to the internet. The Association also believes that in order 98  
99 for all students to access their education, which may at times 99  
100 be virtual, internet access must be available, affordable, reliable, 100  
101 and sufficient. 101

102 The Association further believes that education employees 102  
103 are essential to the development of an acceptable use policy 103  
104 (AUP) and to the appropriate use of the internet. Filtering of 104  
105 internet web sites must maintain a balance between the protec- 105  
106 tion of students and the open flow of information. 106

107 The Association believes that an AUP that requires the signa- 107  
108 tures of parents/guardians and students must be in place before 108  
109 allowing student access. (1993, 2021) 109  
110

111 **B-69. Artificial Intelligence**

112 The National Education Association believes that the 112  
113 development and expanding use of Artificial Intelligence (AI) 113  
114 technologies will continue to impact students, educators, public 114  
115 education, and the greater community. The Association also 115  
116 believes that the use of AI in public education should align with 116  
117 the following principles: 117

- 118 a. AI tools should support the needs of students and 118  
119 educators. 119
- 120 b. The implementation of AI must be equitable, accessible, 120  
121 and inclusive to ensure that no community is disadvan- 121  
122 taged or excluded. 122
- 123 c. AI tools and their implementation must be free of 123  
124 cultural, racial, and gender biases, and they should not 124  
125 perpetuate or amplify existing biases or discrimination. 125  
126
- 127 d. Educators should be involved in the development of best 127  
128 practices for pedagogical applications of AI. 128  
129

63 <sup>5</sup> See *NEA Handbook* for Policy Statement on Digital Learning adopted  
64 by the 2013 Representative Assembly, which sets forth the Association’s full  
65 position dealing with this subject.

- e. The use of AI in public education should be transparent, including its applications, what data is collected, and how that data is used.
- f. AI should not compromise the privacy of educators, students, or their families.
- g. Educators and students should be provided guidance and training on the ethical use of AI tools.
- h. Evaluation of AI implementation should be ongoing to ensure it supports the needs of students and educators, and aligns with ethical standards and practices. (2023)

## B-70 Communication Using Social Media and Technology

The National Education Association believes that guidelines for the use of social media and technology for communications related to school activities should be collaboratively developed by school employees and employers. Communication between education employees and parents/students should be limited to district-sanctioned means of communication. Such guidelines should promote professionalism, safety, respect for privacy, intellectual integrity, and a positive learning environment. (2006, 2012)

## B-71. Digital Learning<sup>6</sup>

The National Education Association believes that quality digital learning can create or extend learning opportunities but cannot replace traditional education which allows for regular face-to-face interaction among students, peers, and instructors.

The Association also believes that students who participate in developmentally appropriate digital learning should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include—

- a. Supervision and instruction provided by fully qualified, certified, and/or licensed educators
- b. Appropriate services, equipment, technical support, libraries, and laboratories
- c. Accurate course descriptions and clear expectations prior to enrollment
- d. Reasonable student to instructor ratios that allow for individualized interaction with instructors
- e. Opportunities for appropriate student-to-student interaction
- f. Curriculum approved courses comparable to similar courses delivered by traditional means and approved by the state education agency
- g. Courses that are transferable from school to school or for graduation requirements.

The Association further believes that virtual learning should be a viable option for public school students and staff who thrive in that environment or are under extenuating circumstances. Virtual learning should be designed and utilized strategically and in the best interest of students and staff.

The Association believes that state and local education authorities should support virtual learning by providing appropriate funding, training, planning time, devices, infrastructure, and technology support for students and staff as defined by best practices. (1997, 2021)

<sup>6</sup> See *NEA Handbook* for Policy Statement on Digital Learning adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

## LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES

### B-72. Standards for Student Learning

The National Education Association believes in high standards that describe clear expectations for what students should know and be able to achieve. Throughout the implementation of content and performance standards, all students must be provided the instructional opportunities and learning conditions necessary to attain the standards. The Association supports the development and use of a variety of assessments that are appropriate to the standards. The Association also believes that there should be no financial incentives or consequences linked to the development, adoption, or implementation of national standards.

The Association further believes that state and local affiliates must participate in the planning, development, implementation, and refinement of standards, conditions, and assessments to ensure that—

- a. Students, parents/guardians, education employees, community members, and governmental officials are involved and share the accountability
- b. Education employees are afforded release time and/or compensation in order to have opportunities to work with colleagues on a regular basis throughout the school year on how to teach and assess student proficiency in the standards
- c. Full funding and resources are provided
- d. Curriculum includes, but is not limited to, required standards. Standards are introduced into the curriculum at a rate that allows education employees opportunities to adapt their practice, work with each other, and pilot the work in a concerted fashion
- e. Appropriate attention is given to students' progress toward attaining the standards and to their needs and developmental levels
- f. Age appropriate placement, when used, includes appropriate interventions designed to support meaningful, challenging, and developmentally appropriate learning for each student
- g. Professional development is provided for all education employees to help align their practices to the standards
- h. Education employees participate in the review and refinement of standards and assessments
- i. Achievement gaps are eliminated. (1997, 2008)

### B-73. Individual Learning, Growth, and Development

The National Education Association believes that learners grow and develop at different rates and in different ways. Individual learning progresses in a highly complex manner that includes periods of rapid growth and periods of intellectual consolidation.

The Association also believes that individuals learn best in caring, challenging, and inclusive environments that support and engage each learner. Individual students require learning opportunities that are differentiated and responsive to their needs, interests, and learning styles.

The Association further believes in the use of developmentally appropriate instructional practices. Grade level labels do not accurately define our students. Such labels misinterpret student learning as primarily linear, sequential, and easily standardized. (2008, 2009)

### B-74. Social-Emotional Learning

The National Education Association believes that students must learn the social-emotional skills of self-awareness,

1 self-management, social awareness, decision-making, and rela- 66  
2 tionship management. The development of these competencies 67  
3 is necessary in the learning process to provide pathways for both 68  
4 academic success and achievement. 69

5 The Association supports the utilization of evidence-based 70  
6 instructional methods and adequate staffing of specialized 71  
7 instructional support personnel (school counselors, social work- 72  
8 ers, mental health workers, nurses, and/or psychologists) to 73  
9 provide services, including peer support, designed to develop and 74  
10 promote healthy social and emotional skills in all students for 75  
11 their lifelong learning process. (2015, 2021) 76

## 12 **B-75. Assessment of Student Learning**

13 The National Education Association supports ongoing 77  
14 comprehensive assessment of student learning, competency, 78  
15 and growth. A student's level of performance is best assessed 79  
16 authentically, including through extended curricular activities 80  
17 and opportunities, directly linked to the learning experiences 81  
18 developed and delivered by educators. 82

19 The Association believes that the primary purposes of assess- 83  
20 ment of learning both inside and outside the classroom are to— 84

- 21 a. Assist students and their parents/guardians in identify- 85  
22 ing the students' strengths and needs 86
- 23 b. Encourage students to become lifelong learners 87
- 24 c. Measure a program's effectiveness, communicate learn- 88  
25 ing expectations, and provide a basis for determining 89  
26 instructional strategies 90
- 27 d. Develop appropriate and meaningful learning experi- 91  
28 ences for students. 92

29 The Association also believes that no one measure should 93  
30 be used to determine a student's performance or be decisive in 94  
31 making high-stakes decisions such as grade promotion or reten- 95  
32 tion, course enrollment, or graduation. Educators should utilize 96  
33 a variety of measures to accurately assess student learning, com- 97  
34 petency, and growth. All methods of assessment shall provide 98  
35 the necessary accommodations, modifications, and exemptions, 99  
36 and be free of cultural, racial, and gender biases. 100

37 The Association further believes that educators, especially 101  
38 classroom teachers, must be involved in the development of 102  
39 assessment systems and are best qualified to determine the 103  
40 criteria for assessing students as well as disseminating and con- 104  
41 textualizing results. Instruments used to communicate student 105  
42 progress must be timely, accurate, meaningful to students, par- 106  
43 ents/guardians, and other stakeholders, and communicated in a 107  
44 language and format that is accessible and easy to understand. 108

45 The Association believes that the type and the amount of 109  
46 homework assigned should be determined by the classroom 110  
47 teacher and be appropriate to a student's developmental level. 111  
48 (1981, 2023) 112

## 49 **B-76. Standardized Testing of Students**

50 The National Education Association believes that standard- 113  
51 ized tests and/or assessments should be used only to improve the 114  
52 quality of education and instruction for students.<sup>7</sup> Standardized 115  
53 tests, whether norm-, criterion-, or standards-referenced, can val- 116  
54 idly assess only a limited range of student learning. Therefore, 117  
55 they should be only an adjunct or supplement to information 118  
56 obtained through school- and classroom-based assessment con- 119  
57 ducted by teachers for purposes of supporting and strengthening 120  
58 instruction as well as for summarizing and evaluating student 121  
59 learning. Standardized tests are most useful when designed by 122  
60 123

61  
62  
63 <sup>7</sup> See *NEA Handbook* for the Policy Statement on Teacher Evaluation and 124  
64 Accountability adopted by the 2011 Representative Assembly, which sets 125  
65 forth the Association's full position dealing with this subject. 126

the education professionals closest to the classroom and inte- 66  
grated with assessment information specific to local programs 67  
with results returned in a timely manner. Results of assessments 68  
should be made available with sufficient time for reflection, 69  
planning for instruction, interventions, and improvements. They 70  
should be made available to educators who work directly and 71  
indirectly with the assessed students. The Association also 72  
believes that affiliates should advocate for, and states and test 73  
designers should employ, a variety of developmentally appro- 74  
priate assessment techniques that allow for universal design, 75  
necessary accommodations, modifications, and exemptions and 76  
are bias-free, reliable, and valid. When a test and/or assessment 77  
is mandated at the local, state, or national level, it should be 78  
reviewed by a panel of appropriate subject area specialists and 79  
teachers to ascertain the relevance of the test to the subject area 80  
and be used only to evaluate a program's effectiveness toward 81  
meeting local, state, or national standards and/or goals. 82

The Association further believes that, in order for standard- 83  
ized achievement tests and/or assessments to support quality 84  
education— 85

- a. Standards must be prioritized to support effective cur- 86  
riculum, instruction, professional development, and 87  
assessment. 88
- b. Constituents must determine high priority standards. 89  
These standards must be clearly and thoroughly 90  
described so that the knowledge and skills students need 91  
to demonstrate are evident. 92
- c. Valid results of assessment of high-priority standards 93  
must be reported standard-by-standard for each student, 94  
school, and district. 95
- d. The breadth of the curriculum must be monitored to 96  
ensure that attention is given to all standards and subject 97  
areas, including those that are not assessed. 98
- e. Progress should be continually monitored to ensure that 99  
assessments are appropriate for the purposes for which 100  
they are intended. 101
- f. Students with special needs and/or limited English pro- 102  
ficiency should have appropriate alternative options to 103  
standardized testing to measure individual progress and 104  
proficiencies. 105
- g. English language learners (ELLs) should be able to dem- 106  
onstrate an advanced understanding and application of 107  
academic language proficiencies in listening, speaking, 108  
reading, and writing in English prior to being required 109  
to take high stakes assessments. 110

The Association opposes the use of standardized tests and/or 111  
assessments when— 112

- a. Used as the criterion for the reduction or withholding of 113  
any educational funding 114
- b. Results are used to compare students, educators, pro- 115  
grams, schools, communities, and states 116
- c. Used as a single criterion for high-stakes decision mak- 117  
ing, such as graduation requirements or grade promotion 118
- d. The results lead to sanctions or other punitive actions 119
- e. Arbitrary standards are required 120
- f. They do not match the processing skills, motor skills 121  
and/or academic developmental levels or language profi- 122  
ciency of the student 123
- g. Student scores are used to determine compensation 124
- h. Programs are specifically designed to teach to the test 125
- i. Testing programs or tests limit or supplant instructional 126  
time 127
- j. Every student is required to be tested every year 128
- k. Students and parents/guardians are not provided with a 129  
complete report of the individual student's test results 130

- 1 l. Time required to administer the test exceeds reasonable
- 2 and appropriate limits for the age of the student
- 3 m. Test preparation impedes or discourages learning, con-
- 4 strains the curriculum in ways that threaten the quality
- 5 of teaching and learning for students, or limits and/or
- 6 curtails future educational opportunities of learners
- 7 n. Scores are used to track students
- 8 o. Students with special needs or limited English proficiency
- 9 are required to take the same tests as regular education
- 10 students without modifications and/or accommodations
- 11 p. Non-English-proficient students' scores adversely affect
- 12 the evaluation of a school based on federal and state
- 13 guidelines.

14 The administration of a standardized test and/or assessment  
 15 includes the responsibility to educate the stakeholders about the  
 16 purpose of the test, the meaning of the test results, and the accu-  
 17 rate interpretation of its conclusions. The Association further  
 18 believes that students, parents/guardians, educators, administra-  
 19 tors, schools, and school districts should not be penalized for  
 20 parents/guardians exercising their legal rights to exempt their  
 21 children from standardized tests and/or assessments. The Asso-  
 22 ciation believes that states should be encouraged to make test  
 23 items public after they are no longer used. (1978, 2023)

24  
 25 **B-77. Student Assessment Programs in Higher**  
 26 **Education**

27 The National Education Association believes that student  
 28 assessment programs in higher education, properly designed  
 29 and administered, can be crucial tools for diagnosing student  
 30 and institutional needs, improving instruction and counseling  
 31 services, and designing long-range plans. The Association also  
 32 believes that such student assessment programs in higher educa-  
 33 tion should—

- 34 a. Be designed institutionally rather than by the state
- 35 b. Be planned, designed, implemented, and evaluated by
- 36 faculty
- 37 c. Be implemented in accordance with collective bargain-
- 38 ing contracts where such contracts exist
- 39 d. Be sufficiently flexible to accommodate the cultural,
- 40 economic, and linguistic diversity among students
- 41 e. Provide tests appropriate for students with identified
- 42 learning disabilities
- 43 f. Provide faculty with information to improve individual
- 44 student learning styles and aptitude.

45 The Association supports student assessment programs in  
 46 higher education only if—

- 47 a. They are accompanied by adequate funding for remedial
- 48 programs and advisement
- 49 b. Remedial programs are designed and provided to meet
- 50 the deficiencies identified through assessment
- 51 c. Advisement is designed and provided to link the reme-
- 52 diation of individual students to the completion of their
- 53 degrees, certificates, or other appropriate courses of
- 54 study.

55 The Association strongly opposes—

- 56 a. The use of student assessment programs to deny access
- 57 to, or exclude students from, educational opportunities
- 58 b. The use of any single test to deny access to regular credit
- 59 classes
- 60 c. The use of student assessment programs for the purpose
- 61 of evaluating faculty, academic programs, or institutions.
- 62 (1995, 2001)
- 63
- 64
- 65

**B-78. Classroom and School Awards**

66 The National Education Association believes that student rec- 67  
 68 ognition fosters a positive school culture in which students feel 69  
 70 seen and valued. It also contributes to strong relationships among 71  
 72 students, families, faculty, and the community. The Association 73  
 74 also believes that using student-centered processes focused on 75  
 76 equity, community, and leadership prepare students to be global 77  
 78 citizens and contributing members of society. The Association 79  
 80 further believes that equitably promoting and celebrating student 81  
 82 successes creates inclusive learning environments. (2022) 83

84  
 85 **B-79. Conflict Resolution Education**

86 The National Education Association supports the adoption 87  
 88 and use, at all educational levels, of proven conflict resolution 89  
 90 strategies, materials, and activities by school districts, education 91  
 92 employees, students, parents/guardians, and school security per- 93  
 94 sonnel as well as the school community to encourage nonviolent 95  
 96 resolution of interpersonal and societal conflicts. 97

98 The Association recognizes the importance of students 99  
 100 having the appropriate social skills necessary to participate in 101  
 102 a democratic society. Programs that teach the skills of positive 103  
 104 social interaction should be incorporated into academic pro- 105  
 106 gramming. (1986, 2007) 107

108  
 109 **B-80. School Library Media Programs**

110 The National Education Association believes that all students 111  
 112 must have a comprehensive school library media program within 113  
 114 their educational settings. This program should include a full- 115  
 116 time certified/licensed school library media specialist and quali- 117  
 118 fied education support professionals in every school; a variety 119  
 120 of valid print, nonprint, and electronic resources to supplement 121  
 121 and complement curricular, personal, and leisure needs; relevant 122  
 122 technology; and instruction in library research and critical infor- 123  
 123 mation literacy. The Association also believes that school library 124  
 124 media specialists have the expertise and knowledge to select 125  
 125 media for their communities. The Association further believes 126  
 126 that school library media programs are negatively impacted if 127  
 127 media specialists do not have substitutes during their absence. 128

129 The Association encourages increased funding for school 130  
 131 library media programs from federal, state, and local govern- 132  
 132 ments as well as other sources such as public and/or private 133  
 133 partnerships. (1980, 2023) 134

135  
 136 **B-81. Media**

137 The National Education Association believes that the media 138  
 139 has a significant effect on the education of the public. The Asso- 140  
 141 ciation also believes that the media has an obligation to provide 142  
 142 full, constructive, balanced, and accurate presentations to the 143  
 143 public. The Association further believes that the concentration 144  
 144 of media ownership within a limited number of individuals or 145  
 145 corporate entities is not conducive to the presentation of diver- 146  
 146 gent views and opinions. 147

148 The Association supports the media's right to protect infor- 149  
 149 mation and sources of information from mandated disclosures 150  
 150 and search and seizure. 151

152 The Association believes that media should be accessible to 153  
 153 all. Visual media should include closed captioning for the deaf/ 154  
 154 hard of hearing and read-along captions on children's commer- 155  
 155 cial and educational programs. (1969, 2004) 156

157  
 158 **B-82. Communication Between Hearing and Deaf/**  
 159 **Hard of Hearing People**

160 The National Education Association believes that the lack of 161  
 162 communications between hearing and the deaf/hard of hearing 163  
 163 164  
 165

1 has detracted from the potential of a broadly distributed group to  
2 contribute fully to our total society.

3 The Association recommends that instruction be given to  
4 hearing students, staff, and administrators that will help them  
5 understand the unique needs of all deaf/hard of hearing people  
6 and will help hearing students, staff, and administrators com-  
7 municate with deaf/hard of hearing people.

8 The Association also believes that children who are deaf or  
9 hard of hearing should have the legal right to certified American  
10 Sign Language instructors and interpreters/transliterators when  
11 appropriate to prevent linguistic deprivation.

12 The Association further believes that American Sign Lan-  
13 guage should be offered as a foreign/world language elective  
14 credit at both high school and college levels.

15 The Association believes that educational sign language  
16 interpreters/transliterators must be qualified professionals who  
17 are licensed, state credentialed, or nationally certified. (1974,  
18 2016)

### 19 **B-83. Classroom Use of Animals**

20 The National Education Association believes that educators  
21 at all levels should implement guidelines concerning the humane  
22 use of animals in the classroom.

23 The Association urges that educators encourage compassion  
24 and respect for all living things. (1989, 2018)

### 25 **B-84. Student Attendance**

26 The National Education Association believes that consistent  
27 student attendance in school is vital to academic success. The  
28 Association supports the ongoing efforts of schools and educa-  
29 tors to minimize tardiness, truancy, and other attendance issues.  
30 (2013, 2017)

### 31 **B-85. Transfer of Student Records**

32 The National Education Association supports the develop-  
33 ment of an effective process for the transfer of student records.  
34 To expedite the confidential information exchanges between  
35 schools when students transfer, the process should follow a  
36 national format designed by educational and legal profession-  
37 als. This process must protect the rights of students and should  
38 facilitate the continuity of their education.

39 The Association believes that school and education employ-  
40 ees must receive information that indicates—

- 41 a. Educational plans, goals, specialized programs, and/or  
42 services
- 43 b. Assessment data
- 44 c. Attendance and cumulative records
- 45 d. Immunizations and health needs
- 46 e. Legal stipulations/restrictions
- 47 f. History of disciplinary incidents and violence-related  
48 behavior. (1980, 2004)

### 49 **B-86. Home Schooling**

50 The National Education Association believes that home  
51 schooling programs based on parental choice cannot provide the  
52 student with a comprehensive education experience. When home  
53 schooling occurs, students enrolled must meet all state curricular  
54 requirements, including the taking and passing of assessments  
55 to ensure adequate academic progress. Home schooling should  
56 be limited to the children of the immediate family, with all  
57 expenses being borne by the parents/guardians. Instruction  
58 should be by persons who are licensed by the appropriate state  
59 education licensure agency, and a curriculum approved by the  
60 state department of education should be used.

The Association also believes that home-schooled students  
should not participate in any extracurricular activities in the  
public schools.

The Association further believes that local public school  
systems should have the authority to determine grade placement  
and/or credits earned toward graduation for students entering or  
re-entering the public school setting from a home school setting.  
(1988, 2006)

## 61 **C. PROMOTE THE HEALTH AND WELFARE 62 OF CHILDREN AND/OR STUDENTS**

### 63 **HEALTH, WELFARE, SAFETY**

#### 64 **C-1. Health Care for All Children**

The National Education Association believes that every child  
should have direct and confidential access to comprehensive  
health care.

The Association also believes that such health care should be  
provided by properly licensed physicians and by other properly  
licensed health professionals.

The Association further believes legislation should be  
adopted to maintain and expand comprehensive health care for  
all children. (1990, 2015)

#### 65 **C-2. Vaccinations**

The National Education Association believes that vaccines  
are essential medical tools in preventing infectious diseases and  
must be pervasive to effectively protect society. The Association  
also believes that students should be vaccinated, whenever poss-  
ible and appropriate, prior to enrollment in public school.

The Association further believes that vaccination guidelines  
from the American Academy of Pediatrics and Centers for Dis-  
ease Control and Prevention should be followed by educators,  
parents/guardians, and students. The Association believes that  
state legislatures should establish clear guidelines for waivers  
that minimize the numbers of unvaccinated students to those  
necessary due to documented medical conditions. Evidence-  
based vaccination campaigns are integral in maintaining student  
and community health. (2015, 2021)

#### 66 **C-3. Communicable Disease Prevention**

The National Education Association believes that, for all  
employees, school districts and educational institutions, working  
in collaboration with school nurses and local health authorities,  
should initiate professional development about communicable  
diseases and their prevention. This information should be dis-  
seminated to all students, parents/guardians, and staff as appro-  
priate. (2010, 2016)

#### 67 **C-4. Nutrition**

The National Education Association believes that proper  
nutrition is essential to child development and student success.  
The Association also believes that proper nutrition must be a part  
of prenatal care and must continue throughout life. The Associa-  
tion further believes that the marketing of foods and beverages  
should reinforce proper student nutrition.

The Association supports programs within the education  
framework that promote understanding and teaching of proper  
nutrition. In addition, the Association advocates efforts to  
develop uniform labeling and symbols that make clear to con-  
sumers which food and beverage choices promote good nutrition.

1 The Association believes school food service programs must  
2 be nutritionally sound, appealing, and affordable. Portions and/  
3 or serving sizes should be appropriate for various age groups  
4 within a school. A choice of nutritious beverages and plant-based  
5 foods should be available. The Association also supports nutri-  
6 tion programs that are regulated by uniform standards, readily  
7 accessible, medically correct for students and employees who  
8 have special, documented dietary needs, and are supported by  
9 public funds. The Association also believes that no student shall  
10 be denied the opportunity of a school meal or be publicly iden-  
11 tified or stigmatized for needing free or reduced lunch or the  
12 inability to pay a school meal debt.

13 The Association further believes that any changes in the way  
14 public funds are allocated for school food service programs must  
15 maintain quality and appropriate levels of service as well as sup-  
16 port additional funding, given projected increases in population  
17 and need. The Association supports fundraising efforts, spon-  
18 sorships, and mascots promoting healthy food guidelines. (1990,  
19 2018)

### 21 **C-5. Adequate Rest**

22 The National Education Association believes that overall  
23 health and performance are best achieved with adequate rest on  
24 a regular basis. The Association supports school schedules that  
25 follow research-based recommendations regarding the sleep pat-  
26 terns of age groups. The Association further supports programs  
27 within the education framework that promote understanding of  
28 the importance of adequate rest. (2011)

### 30 **C-6. Physical Activity and Recess**

31 The National Education Association believes that regular  
32 physical activity provides an active form of learning that encour-  
33 ages a healthy lifestyle and promotes physical, mental, and  
34 emotional wellness. This physical activity should be provided  
35 through physical education classes, recess, and movement activi-  
36 ties scheduled throughout the day.

37 The Association also believes that recess allows students to  
38 develop interpersonal and problem-solving skills and that it is  
39 not a substitute for a comprehensive physical education program.

40 The Association further believes that withholding recess as a  
41 form of discipline is counterproductive to healthy child develop-  
42 ment and restorative justice practices. (2010, 2021)

### 44 **C-7. Learning Through Play**

45 The National Education Association believes that ample time  
46 for student-driven, unstructured play must be included among the  
47 essential learning experiences in the education of our students.  
48 Beyond physical activity, these experiences include imaginative  
49 play, creative/constructive play, and games with rules. Student  
50 engagement in undirected, freely chosen activities is an essential  
51 component of healthy human development as well as a necessity  
52 for social/emotional, physical, and cognitive growth of children.

53 The Association also believes that play increases student  
54 abilities in the areas of critical thinking, problem solving, cre-  
55 ativity, executive functioning, communication skills, empathy,  
56 and self-regulation.

57 The Association further believes that a lack of ample time  
58 for undirected, self-chosen play/activities contributes to mental  
59 health problems such as rising rates of stress, anxiety, depres-  
60 sion, and child suicide, and therefore should be treated as an  
61 important provision in the scheduling of student time.

62 The Association believes that ample amounts of time for play  
63 and/or freely chosen activities are necessary for healthy develop-  
64 ment and should be provided during the school day. (2016)

65

## **C-8. Comprehensive School Health, Social, and Psychological Programs and Services**

66 The National Education Association believes that to promote  
67 health and wellbeing every student, preK through higher educa-  
68 tion, should have direct and confidential access to comprehensive  
69 health, social, and psychological programs and services. Such  
70 programs and services can be effective with ongoing commu-  
71 nication and coordinated partnerships between social, school,  
72 home, and community resources.

73 The Association also believes that all health, social, and psy-  
74 chological services must be provided only by the appropriately  
75 licensed and certificated professional personnel. The Association  
76 further believes that education employees, parents/guardians,  
77 students, and personnel from community agencies providing  
78 services to students must be involved in the development, imple-  
79 mentation, and coordination of these services.

80 The Association believes that, to provide effective physical  
81 and mental health services in the school setting, the following  
82 are essential:

- 83 a. School counseling programs providing a focus on aca-  
84 demic, career, and social/emotional development so  
85 students achieve success in school and are prepared to  
86 lead fulfilling lives as responsible members of society;  
87 school counselors spending at least 80 percent of their  
88 time providing direct services to students, with a maxi-  
89 mum counselor/student ratio of 1:250
- 90 b. Health services, provided by a licensed school nurse,  
91 promoting the health of students through prevention,  
92 case finding, early intervention, and remediation of  
93 specific health problems, with a nurse-to-student ratio at  
94 each site that is at least one school nurse to every 750 stu-  
95 dents, with adjustments to safely accommodate students  
96 with special health needs and chronic illness
- 97 c. School psychological services promoting the mental  
98 health of students through prevention, identification,  
99 early intervention, and remediation of specific mental  
100 health issues that interfere with the learning process  
101 and providing crisis intervention of traumatic events and  
102 mental health counseling, with a psychologist-to-student  
103 ratio of at least one to every 500–700 students, adjusting  
104 to adequately accommodate students with serious emo-  
105 tional disabilities
- 106 d. School social work services providing crisis intervention,  
107 individual and group counseling, behavior management,  
108 and coordination with student families and community  
109 resources, with a maximum social worker/student ratio  
110 of 1:250
- 111 e. Other specialized clinicians who identify, diagnose, and  
112 accommodate learning disabilities and other conditions  
113 adversely affecting the ability to learn and succeed in a  
114 school setting
- 115 f. Family-planning counseling and access to birth control  
116 methods with instruction in their use, if deemed appro-  
117 priate by local choice
- 118 g. Consistent access to free menstrual products including,  
119 but not limited to, pads and tampons
- 120 h. A healthful psychological climate and a safe physical  
121 environment at the building, classroom, and individual  
122 levels.

123 The Association urges its affiliates to support legislation to  
124 provide comprehensive care to all children and supports com-  
125 munity, state, and national efforts to coordinate these services.  
126 (1969, 2023)

127  
128  
129  
130



1 **C-9. Student Mental Health and Wellness**

2 The National Education Association believes that mental,  
3 emotional, and environmental pressures can significantly impact  
4 students' mental/physical health and success, potentially result-  
5 ing in drug and alcohol use/abuse, violence, vandalism, school  
6 dropouts, self-injuring behaviors, suicide among children and  
7 youth, etc. Often students have not been equipped with the neces-  
8 sary skills needed to meet the challenges of these pressures (i.e.,  
9 resiliency training). Additionally, disciplining students for their  
10 actions without a program in place to discuss reasons, stressors,  
11 or provide stress management strategies only further exacerbates  
12 the issues and behaviors.

13 The Association therefore believes that school districts and  
14 local affiliates should provide ongoing professional develop-  
15 ment for education employees and training/guidance for parents/  
16 guardians to help and support students.

17 The Association also believes that schools must work collab-  
18 oratively with the community, local, state, and national agencies  
19 to ensure that these children and young adults beginning at preK  
20 have full access to comprehensive identification processes, inter-  
21 ventions, and services that support their physical and psychologi-  
22 cal well-being. (1980, 2021)

23 **C-10. Complex Trauma**

24 The National Education Association believes that complex  
25 trauma impacts the brain development of children. Complex  
26 trauma causes systemic and individualized educational barriers  
27 that interfere with children's emotional and physical health and  
28 impedes access to education.

29 The Association recognizes the risks of secondary trauma  
30 faced by those who support these children and that they them-  
31 selves may need support.

32 The Association understands that trauma crosses all segments  
33 of society and is often compounded by the effects of poverty,  
34 institutional racism, and other adverse childhood experiences.

35 The Association also believes that school districts should  
36 provide education employees with complex trauma professional  
37 development and trauma-informed programs that address the  
38 effects of trauma. When educators are aware of the impact of  
39 toxic stress on student neurological development, behavior, and  
40 learning, they become trauma-skilled educators better capable  
41 of assessing and responding to the needs of students. Promoting  
42 professional development in restorative practices and asset-based  
43 discipline ensures safe working and learning environments.  
44 (2016, 2021)

45 **C-11. Suicide Prevention Programs**

46 The National Education Association believes that evidence-  
47 based suicide prevention programs must be developed and  
48 implemented. The Association urges its affiliates to ensure that  
49 these programs are an integral part of the school program. These  
50 programs must be developed in consultation with the school  
51 community, school-employed mental health professionals, and  
52 suicide prevention experts. The programs must address, at a  
53 minimum, guidelines for suicide prevention, intervention, and  
54 postvention. (1989, 2018)

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

57 The National Education Association believes that all persons,  
58 regardless of sexual orientation or gender identity, should be  
59 afforded equal opportunity and guaranteed a safe and inclusive  
60 environment within the public education system. The Associa-  
61 tion also believes a safe and inclusive environment ensures that  
62 all transgender students have access to the bathroom or locker

63 room of their choice and protects them from breaches of confi-  
64 dentiality. The Association further believes that gender-neutral  
65 options should be available. The Association believes that  
66 LGBTQ+ students have the right to privacy and confidentiality  
67 regarding their sexual orientation, gender identity, and gender  
68 expression. Further, educators must respect these students and  
69 their choice of whether or not to reveal their orientation, identity,  
70 or expression.

71 The Association also believes that, for students who are  
72 struggling with their sexual orientation, gender identity, or  
73 gender expression, every school district and educational institu-  
74 tion should provide counseling services and programs—staffed  
75 by trained personnel—that deal with high suicide and dropout  
76 rates and the high incidence of teen prostitution. The Associa-  
77 tion further believes that therapies designed to alter a student's  
78 orientation or identity are harmful to the emotional development  
79 of lesbian, gay, bisexual, transgender, non-binary, and question-  
80 ing (LGBTQ+) students. Therefore, students should have access  
81 to gender-affirming health care. (1988, 2022)

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

83 The National Education Association believes that a safe  
84 school climate is the right of all students and school employees.  
85 The Association also believes that communities must develop  
86 policies and practices that promote safe schools. The Associa-  
87 tion further believes that it is in the best interest and safety of  
88 all students if education employees are immediately informed  
89 of students with known serious behavior problems or violence-  
90 related potential. Students and education employees must be safe  
91 from physical, verbal, and psychological violence, and all forms  
92 of harassment. Plans and procedures regarding discipline and/or  
93 harassment must include due process and services to help reduce  
94 future incidents.

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

101 The Association further believes that school security per-  
102 sonnel must be properly trained to respond to confrontational  
103 and violent situations. In addition, all staff should be provided  
104 with appropriate, ongoing training on how to create, promote,  
105 and maintain a safe school climate. The Association believes  
106 that training qualified school mental health professionals, law  
107 enforcement officers, and other personnel in restorative justice  
108 practices will also foster a safe school community. The Associa-  
109 tion also believes that school districts should assess and provide  
110 appropriate levels of campus monitor/student ratios based on  
111 their respective student enrollments and needs.

112 The Association further believes that all school buildings  
113 should have controlled access. School design should incorporate  
114 technologies which facilitate safety. Additional safety measures  
115 should be implemented when school facilities are used for public  
116 events. Schools should not be open for classes when the building  
117 is used as a polling location.

118 The Association believes behavior that does not match the  
119 expectations for school safety is often a result of trauma, adverse  
120 conditions, or the absence of conflict resolution, anger manage-  
121 ment, and problem-solving skills. Therefore, students must be  
122 taught strategies and skills, including conflict resolution, that  
123 develop respect, self-discipline, and self-control. Students must  
124 learn to distinguish between their own rights and responsibili-  
125 ties and the rights and responsibilities of others. Appropriate  
126 services and placement within education programs and/or with  
127

1 state and/or community agencies must be provided for students  
2 who disrupt the learning environment or who are dangerous to  
3 other students, education employees, and themselves.

4 The Association also believes that appropriate school behav-  
5 ior begins and is reinforced in the home. Programs that provide  
6 assistance and training in child development, effective parenting  
7 skills, and strategies for dealing with disruptive students must be  
8 available for parents/guardians. Schools can be instrumental in  
9 identifying and recommending strategies that can assist parents/  
10 guardians. (1994, 2022)

#### 11 **C-14. School Emergency Plans**

12 The National Education Association believes in the safety of  
13 all students and staff. The Association also believes that schools,  
14 school districts, and school transportation systems must have  
15 written plans that delineate procedures that include, but are not  
16 limited to, emergencies, lockdowns, violence, evacuations, and  
17 weather-related conditions. Plans must include rapid reaction  
18 criteria, timely communication to school staff, and procedures  
19 coordinated with on-campus, community, and other appropriate  
20 first responders. Emergency plans for each school site must be  
21 developed by school personnel and parents/guardians in partner-  
22 ship with the community. The Association further believes that  
23 for these plans to be effective they must be practiced and updated  
24 on a regular and consistent basis. Adequate training of all school  
25 staff is vital to the success of any school emergency plan. Plans  
26 must include stress management/counseling strategies as follow-  
27 up care for students and staff when appropriate. (2007, 2023)

#### 28 **C-15. Discipline**

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

33 The Association promotes study, development, and funding  
34 for a variety of effective discipline procedures. The Association  
35 also believes that governing boards, in conjunction with local  
36 affiliates, parents/guardians, students, education employees,  
37 community members, and other stakeholders, should develop  
38 proactive policies, procedures, standards, and professional  
39 development opportunities that provide the necessary adminis-  
40 trative support to education employees in the development and  
41 maintenance of a positive, safe school environment. The Asso-  
42 ciation further believes that corporal punishment, or the threat of  
43 it, has no place in public education.

44 The Association believes that policies promoting educational  
45 processes which emphasize prevention, effective interventions,  
46 and rehabilitation will decrease the use of out-of-school sus-  
47 pensions, expulsions, in-school arrests, and the practice that is  
48 commonly called the “school-to-prison pipeline” that can lead  
49 to future incarcerations. The Association acknowledges the dis-  
50 parate and disproportionate consequences of such negative dis-  
51 ciplinary practices for racially and ethnically diverse students,  
52 in particular Black and Latin(o/a/x) students, and believes that  
53 district and administrative policies should promote restorative  
54 justice practices and positive behavioral choices. The Associa-  
55 tion supports collaborative efforts of school personnel and law  
56 enforcement in the use of fair and effective discipline practices.  
57 Collaborative efforts are also essential whenever school-based  
58 arrests are necessary.

59 The Association encourages implementation and funding of  
60 programs to provide continued nondiscriminatory educational  
61 opportunities for those students who are removed from their  
62 educational setting for disciplinary reasons following due pro-  
63 cess. (1975, 2021)

#### 64 **C-16. Substance Abuse**

65 The National Education Association opposes inhalant abuse  
66 and drug abuse, including alcohol and tobacco dependency.

67 The Association supports—

- 68 a. Standardization of drug laws, including the sale and  
69 distribution of drugs
- 70 b. Prohibition of the production, sale, and distribution of  
71 drug paraphernalia
- 72 c. Improvement of drug prevention and rehabilitation  
73 programs
- 74 d. Mandated drug rehabilitation programs for any violation  
75 or conviction, whether civil or criminal, resulting from  
76 the possession or use of a controlled substance
- 77 e. Research on the genetic and neurological damage done  
78 to children through parental substance abuse and the  
79 impact on student learning and behavior
- 80 f. Appropriate educational experiences to educate students  
81 about the serious consequences of participating in any  
82 aspect of the illegal drug trade
- 83 g. Testing and regulation of performance-enhancing  
84 dietary herbal supplements.

85 The Association also opposes the illegal use of drugs and  
86 substances and believes that severe penalties for illegal produc-  
87 tion, distribution, and sale should be strictly enforced.

88 The Association also supports strict enforcement of the legal  
89 drinking age and the laws governing the sale of alcoholic bever-  
90 ages in each state and supports federal legislation to establish a  
91 uniform legal drinking age of 21.

92 The Association further supports strict enforcement of laws  
93 governing the sale of tobacco and vaping products and believes  
94 that federal legislation should be established to create a uniform  
95 age of 18 for purchase, possession, or use of tobacco products.  
96 (1972, 2017)

#### 97 **C-17. Opioid and Narcotic Addiction and Abuse**

98 The National Education Association believes that local, state,  
99 and national governments should develop, establish, and imple-  
100 ment policies to protect students and communities from opioid  
101 and narcotic addiction and abuse. These policies should include  
102 voluntary training for educators to recognize and support  
103 individuals affected and, in emergency situations, administer  
104 antagonist medications (such as Narcan) with civil and criminal  
105 immunity. (2019)

#### 106 **C-18. Tobacco/Vaping Products**

107 The National Education Association believes that education  
108 employees should play a key role in nationwide efforts to educate  
109 young people about the dangers of tobacco use and secondhand  
110 smoke, and the use of vaping products.

111 The Association also believes that all governmental promo-  
112 tion of, subsidies for, and involvement in production and distri-  
113 bution of tobacco and vaping products should cease.

114 The Association further believes that all places of public  
115 accommodation should be smoke-free and that taxes on tobacco  
116 and vaping products should be increased. (1994, 2016)

#### 117 **C-19. Drug or Alcohol Testing of Students**

118 The National Education Association believes that manda-  
119 tory drug or alcohol testing of students without probable cause  
120 is an unwarranted and unconstitutional invasion of privacy and  
121 opposes such testing.

122 The Association also believes that schools must immedi-  
123 ately notify parents/guardians of students suspected of abusing  
124 drugs, alcohol, and/or performance-enhancing dietary herbal  
125 supplements.

1 supplements and must provide information about support ser-  
2 vices. (1987, 2017)

### 3 4 **C-20. Advertising of Alcoholic Beverages and/or** 5 **Tobacco Products**

6 The National Education Association believes that all forms of  
7 advertising of alcoholic beverages, tobacco, and/or vaping prod-  
8 ucts should be eliminated. The Association also believes that  
9 individual performers and organizers of concerts and sporting  
10 events should refrain from advertising and/or endorsing alco-  
11 holic beverages, tobacco, and/or vaping products. (1990, 2017)

## 12 **FAMILY, SCHOOL, COMMUNITY WELFARE**

### 13 14 15 **C-21. Community and School Violence**

16 The National Education Association believes that children  
17 who are exposed to community and school violence are also its  
18 victims. Witnessing violence profoundly affects children’s abili-  
19 ties to function at school, develop and maintain emotional stabil-  
20 ity, and establish healthy relationships within the community.

21 The Association also believes that children who are victims  
22 of or bystanders to violence must receive the appropriate coun-  
23 seling and support from school and community resources. (2001,  
24 2021)

### 25 26 **C-22. Family/Domestic Violence**

27 The National Education Association condemns any form of  
28 family/domestic violence and the tolerance thereof and believes  
29 the cycle of violence has a detrimental effect on students’ well-  
30 being. School districts and communities should provide preven-  
31 tive training and educational programs for education employees,  
32 students, and parents/guardians. The Association supports  
33 adequate funding and staffing of existing family services and  
34 the creation of additional support systems and shelters.

35 The Association believes social services and the criminal  
36 justice system should continue to intervene actively in the cycle  
37 of family/domestic violence. (1978, 2000)

### 38 39 **C-23. Extremist Groups**

40 The National Education Association condemns the philoso-  
41 phy and practices of extremist groups and their efforts to recruit  
42 young people and urges active opposition to all such movements  
43 that are inimical to the ideals of the Association. (1980, 1993)

### 44 45 **C-24. Reduction of Gang-Related Crime**

46 The National Education Association believes that families,  
47 schools, communities, businesses, and law enforcement agencies  
48 have critical roles in reducing gang-related crime. The Associa-  
49 tion supports collaboration among these groups in an effort to  
50 reduce such crime.

51 The Association also supports educational programs that pro-  
52 mote positive self-image and academic success—such as dropout  
53 prevention/intervention, before- and after-school programs, and  
54 job training— particularly for at-risk students in areas where  
55 there is a high degree of gang activity.

56 The Association also believes that resources are critical to  
57 help educators and students combat gang violence in our schools  
58 and communities. The Association further believes that federal,  
59 state, and local governments, including but not limited to busi-  
60 ness and law enforcement agencies, should develop and imple-  
61 ment education and youth employment programs in helping to  
62 reduce illegal activities by gangs. (1988, 2019)

### 63 64 65 **C-25. Juvenile Offenders**

66 The National Education Association believes that juvenile  
67 offenders who are convicted of serious crimes and who are con-  
68 tained in detention centers should be provided a healthy environ-  
69 ment conducive to positive social change. 70

71 The Association also believes that these juveniles, while in  
72 this environment, should be provided with education programs  
73 and other support services that will enable them to become con-  
74 tributing members of society. Teachers of these youths must be  
75 prepared to provide instruction in life skills and learning skills.

76 Juvenile offenders who pose a threat to the health and safety  
77 of others and who are not placed in these centers should be pro-  
78 vided educational services in an appropriate alternative setting  
79 rather than the regular public school setting.

80 The Association supports the placement of juveniles who are  
81 not charged with any offense or those who are status offenders  
82 in separate facilities from those persons who are charged with  
83 criminal offenses.

84 The Association also supports adequate funding for programs  
85 that provide alternatives to incarceration, discourage recidivism,  
86 and engage juveniles in positive behavior management activities  
87 and community-based rehabilitation that include counseling and  
88 community services. (1988, 2004)

### 89 90 **C-26. Family Stability for Children**

91 The National Education Association believes that it is in the  
92 best interest of all children to live in a secure and stable family  
93 environment. Every effort should be made to provide a family  
94 with the supportive services it needs to allow it to stay together  
95 and care for the child in a safe, nonabusive, and nurturing  
96 environment.

97 The Association also believes that legal adoption through  
98 certified state, national, and international agencies can provide  
99 a secure and stable family environment.

100 In the case of custodial and noncustodial parents, the Asso-  
101 ciation recognizes the vital role both parents can play in the  
102 development of their children. The Association encourages the  
103 judicial system to recognize the crucial role both parents can  
104 play in that development when legally appropriate.

105 The Association supports efforts of parents and local, state,  
106 and federal agencies to establish and enforce adequate child  
107 support guidelines and to improve the effectiveness of collecting  
108 court-designated child support.

109 In consideration of these roles, the placement of children  
110 should be determined by a number of qualitative and quantitative  
111 standards that are both measurable and without regard to either  
112 parent’s gender.

113 If a child’s immediate family and/or extended family is  
114 unable to provide care, the Association also believes that the  
115 child may need temporary foster care while, at the same time,  
116 efforts are made to work with the family toward reunification  
117 with the child.

118 The Association further believes that parents who place  
119 children in foster care must be accountable for their efforts to  
120 rehabilitate themselves and indicate, through their actions, that  
121 they are working toward the return of the child to the home.

122 The Association believes that, if it becomes clear that a fam-  
123 ily is not able to make a home for a child and is unable to resume  
124 parenting, efforts should be made for the legal release of the  
125 child for adoption. (1984, 2010)

1	<b>C-27. Dependent Children of Military Personnel</b>		
2	The National Education Association believes that parents		
3	serving in the military should have adequate services provided		
4	to ensure that their dependent children are cared for and an		
5	uninterrupted education is provided in the event of mobiliza-		
6	tion of the parent(s)/guardian(s). The Association also believes		
7	that counseling should be available for military dependents and		
8	their guardians before, during, and after the military personnel's		
9	deployment overseas. (1991, 2005)		
10			
11	<b>C-28. Standards for Family/Domestic Crisis Care</b>		
12	The National Education Association supports a full range of		
13	assistance from interventions to shelters for families experienc-		
14	ing domestic violence.		
15	The Association advocates for—		
16	a. Services that include protection, counseling, therapy,		
17	and academic, social, and emotional monitoring for		
18	these children and families		
19	b. Adequate financial support		
20	c. Screening and training of potential foster families and		
21	shelter personnel		
22	d. Immediate temporary foster care for children who are		
23	being abused, neglected, or exploited		
24	e. Continued training, supervision, and evaluation of foster		
25	families and shelter personnel		
26	f. Appropriate initial and ongoing communications of per-		
27	tinent information between social service agencies and		
28	education employees		
29	g. Mandated counseling for persons committing physical		
30	and/or psychological violence. (1992, 2022)		
31			
32	<b>C-29. Child Abuse, Neglect, and Exploitation</b>		
33	The National Education Association believes that all children		
34	should be protected from the psychological and physical aspects		
35	of child abuse, neglect, and exploitation.		
36	The Association urges its affiliates to—		
37	a. Seek clear legal definitions of what constitutes child		
38	abuse, neglect, and exploitation		
39	b. Encourage the development of programs that stress the		
40	identification of, reporting procedures for, legal respon-		
41	sibilities for, and techniques for dealing with abused,		
42	neglected, and exploited children		
43	c. Cooperate with community organizations to increase		
44	public awareness and understanding of the prevalence		
45	as well as the causes, prevention, and treatment of child		
46	abuse, including neglect, exploitation, incest, and phys-		
47	ical abuse		
48	d. Encourage the development and use of materials to		
49	increase student awareness of child abuse, neglect, and		
50	exploitation		
51	e. Require education employees to report to appropriate		
52	authorities instances of suspected child abuse, neglect,		
53	and exploitation while providing those employees with		
54	immunity from legal action		
55	f. Encourage development of legislatively funded provi-		
56	sions for dealing with the abusive child, adult, or institu-		
57	tion as well as processes, protective options, and coping		
58	provisions for the abused, neglected, and exploited child		
59	g. Encourage enactment of legislation for protection of		
60	children from parents/guardians who demonstrate		
61	neglect by leaving them unattended/unsupervised		
62	h. Encourage positive action from the marketing and media		
63	professions in eliminating exploitation, commercializa-		
64	tion, and glamorization of physical, emotional, and		
65	sexual child abuse		
		i. Protect children from exploitation via multimedia and	66
		electronic devices. (1974, 2015)	67
			68
		<b>C-30. Out-of-Home Placement of Children and Youth</b>	69
		The National Education Association believes that when chil-	70
		dren and youth are removed from the home by social services	71
		or the juvenile justice system either for their own protection or	72
		for the commission of a status offense and are placed in the cus-	73
		tody of group homes, foster homes, or other custodial facilities,	74
		the rights of both the child or youth and the community must	75
		be protected. These facilities must be licensed, be operated by	76
		trained and licensed personnel, meet appropriate health and	77
		safety codes, and provide counseling and ancillary services for	78
		the child or youth.	79
		The impact of facilities on the public schools should be taken	80
		into account by licensing agencies and zoning authorities.	81
		The Association also believes that once a child or youth is	82
		removed from a home by social services or the juvenile justice	83
		system—	84
		a. The child or youth should remain enrolled in their school	85
		of origin to promote positive school continuity unless it	86
		is not in the child's best interest pursuant to federal law.	87
		b. Copies of all comprehensive school records, which may	88
		include but not be limited to discipline history and cur-	89
		rent special needs plans, shall be transferred to the child	90
		or youth's current educational placement in a timely	91
		manner as prescribed by law.	92
		c. Children and youth shall be allowed to maintain a copy	93
		of their personal and educational file, which must include	94
		but not be limited to a birth certificate, a social security	95
		card, current special needs plans, transcripts, a medical	96
		card, and immunization records.	97
		d. Each child or youth shall be allowed to maintain a valid	98
		state identification card. (1992, 2022)	99
			100
		<b>C-31. Protection of Infants with Disabilities</b>	101
		The National Education Association believes that infants	102
		born with mentally and/or physically disabling conditions are	103
		entitled to receive medically necessary treatments and services	104
		that are appropriate and consistent with the patient's needs and	105
		that, in accordance with accepted standards of practice, cannot	106
		be withheld without adversely affecting the patient's condition or	107
		the quality of the care. These treatments and services should be	108
		accompanied by the appropriate rehabilitation and life learning	109
		skills. (1985, 2004)	110
			111
		<b>C-32. Prevention of Child Abduction</b>	112
		The National Education Association believes that all chil-	113
		dren should be protected from abduction. Programs to prevent	114
		abduction should be provided to education employees, students,	115
		parents/guardians, and the community. School districts should	116
		have policies and procedures for the prevention of abduction.	117
		The Association also believes that the voluntary fingerprinting	118
		of children should be conducted in a nonthreatening environ-	119
		ment and that completed fingerprint cards should be given to the	120
		parent/guardian. (1984, 2000)	121
			122
		<b>C-33. Missing Children</b>	123
		The National Education Association believes that all avail-	124
		able means must be utilized to locate missing children. The	125
		Association also believes that local and state affiliates should	126
		work cooperatively with local programs and/or authorities to	127
		raise the public's consciousness about the missing-children cri-	128
		sis. (1981, 2000)	129
			130

1	<b>C-34. Effect of Poverty on Children and Youth</b>	
2	The National Education Association believes that poverty	66
3	affects a child’s ability to develop necessary academic and life	67
4	skills. Society must provide high quality educational opportu-	68
5	nities for all children. The Association also believes that local,	69
6	state, and federal governments must provide adequate and equi-	70
7	table resources, including transportation as needed, and funding	71
8	to support educational programs for students affected by poverty.	72
9	The Association further believes that the basic right to a liv-	73
10	ing wage for parents/guardians would ease the effects of poverty	74
11	on our students, families, and communities. The Association	75
12	supports efforts to compensate workers in a manner that meets	76
13	their basic needs.	77
14	The Association believes that all education professionals play	78
15	a crucial role in providing high quality educational experiences.	79
16	For educators to empower students to experience optimal results,	80
17	social programs that alleviate poverty in our communities must	81
18	accompany educational programs. (1988, 2021)	82
19		83
20	<b>C-35. Effect of Housing Instability and Homelessness</b>	84
21	<b>on Children and Youth</b>	85
22	The National Education Association believes that housing	86
23	instability and homelessness create a deleterious impact on our	87
24	students, their families, and the community. The Association	88
25	also believes these conditions create educational challenges that	89
26	interfere with the ability of children and youth to access educa-	90
27	tion and to progress academically. Housing instability and home-	91
28	lessness can limit access to services such as education, housing,	92
29	jobs, health care, and other human service agencies.	93
30	The Association further believes that schools need to work	94
31	collaboratively with students; families; the community; local,	95
32	state, and federal agencies; and higher education to create oppor-	96
33	tunities to enhance student success. Such opportunities should	97
34	include, but not be limited to, extracurricular activities, a col-	98
35	laborative transition plan into higher education, Free Application	99
36	for Federal Student Aid (FAFSA) support, grant and scholarship	100
37	information, and local programs and resources.	101
38	The Association believes that society has the responsibility to	102
39	lessen and eliminate the effects of housing instability and home-	103
40	lessness by assisting children and youth to develop necessary	104
41	life skills, to learn new concepts, and to function successfully in	105
42	diverse settings. (2007, 2022)	106
43		107
44	<b>C-36. Child Care</b>	108
45	The National Education Association believes that all child	109
46	care centers should have adequate facilities, affordable payment	110
47	options, proper supervision, appropriate education programs,	111
48	and qualified, screened, and trained personnel. Child care cen-	112
49	ters should be examined and monitored on a continuous basis,	113
50	and additional legislation should be sought as necessary to main-	114
51	tain the highest quality child care.	115
52	The Association encourages school districts and educational	116
53	institutions to establish on-site child care for preschoolers, stu-	117
54	dents, the children of students, and the children of staff mem-	118
55	bers. (1984, 1995)	119
56		120
57	<b>C-37. Programs Before and After School</b>	121
58	The National Education Association believes that all children	122
59	need adequate and appropriate adult supervision and guidance	123
60	before and after school hours.	124
61	The Association also believes that children who have limited	125
62	or no adult supervision before or after school need local, state,	126
63	and/or national programs, developed and staffed by qualified	127
64	and trained personnel, which include opportunities to participate	128
65		129
		130
	in study-skill sessions, counseling, and guidance in addition to	
	recreational activities. (1983, 1995)	
	<b>C-38. Youth Camp Safety</b>	
	The National Education Association believes that all youth	
	campers must provide proper supervision and instruction as well	
	as secure facilities that meet current safety and health standards.	
	The Association urges its members to support legislation	
	establishing guidelines that require that all camp personnel be	
	qualified and trained for their areas of responsibility. (1976,	
	1987)	
	<b>C-39. School Facilities: Design, Construction, and</b>	
	<b>Function</b>	
	The National Education Association believes that school	
	facilities must be conducive to teaching and learning. The physi-	
	cal environment must allow for a variety of needs, including the	
	number of students, physical characteristics of students, changes	
	in teaching methods, specialized resources for teaching and	
	learning, and an increased use of school facilities. The Asso-	
	ciation also believes that all school facilities must be well con-	
	structed, safe, energy-efficient, aesthetically pleasing, accessible,	
	functional, adaptable to persons with disabilities, and adequately	
	sized for instructional needs.	
	The Association further believes that the community, parents/	
	guardians, and education employees must be involved through	
	site-based, shared decision making in designing these facilities.	
	Construction designs should incorporate original art.	
	The Association believes that stable and sufficient funding	
	must be provided for the design, construction, adequate and	
	ongoing maintenance, and operation of the school facility. (1992,	
	2019)	
	<b>C-40. Environmentally Safe Schools</b>	
	The National Education Association believes that the health	
	and safety of students, staff, family, and the community is para-	
	mount to the education of students. Therefore, the Association	
	believes that all educational facilities must have healthy indoor	
	air quality, be smoke-free, be safe from environmental and	
	chemical hazards, and be safe from hazardous electromagnetic	
	fields.	
	The Association also believes that all students should have	
	access to clean drinking water and clean air. School districts	
	should conduct periodic testing for harmful water and airborne	
	particles/agents that are detrimental to the health of students and	
	education employees and shall report the results publicly. Further,	
	school districts must complete corrective actions to eliminate the	
	problems and report results in a timely manner. School districts	
	should also develop and maintain health and safety protocols	
	that follow Centers for Disease Control guidelines to protect	
	students and education employees during national health crises.	
	The Association further believes that it is incumbent on local	
	education providers to be forthcoming with information regard-	
	ing mold infestation and other indoor environmental hazards in	
	school facilities. The Association supports facility designs with	
	the use of nontoxic materials that promote healthy indoor air	
	quality through properly designed, installed, and maintained	
	heating, ventilation, and air conditioning (HVAC) systems. The	
	Association believes that the use, installation, and maintenance	
	of building materials in school facilities must be appropriate and	
	comply with established local, state, and federal guidelines.	
	Additional health hazards should not be created when facili-	
	ties are altered or repaired.	

1 The Association also believes in the establishment and  
2 enforcement of standards of the Occupational Safety and Health  
3 Administration (OSHA), including temperature and humidity  
4 recommendations, to ensure health and safety. The Association  
5 further believes that pesticide use should be minimized and, if  
6 used, advance notice given of location and date of application.

7 The Association supports ongoing training and certification  
8 of education employees who work in potentially hazardous situ-  
9 ations. This training must include proper handling, storage, and  
10 disposal of hazardous materials and instruction on Safety Data  
11 Sheets (SDS).

12 The Association believes that school districts must post SDS  
13 and OSHA standards. Students and/or their parents/guardians,  
14 education employees, and the public should be notified of actual  
15 and potential hazards affecting the health and welfare of students  
16 and educators. All stakeholders should be involved in develop-  
17 ing a plan for corrective action. When localized metrics from  
18 public health departments deem large public gatherings unsafe,  
19 no student or education employee should be forced to enter an  
20 unsafe facility. The Association also believes in the development  
21 and enforcement of health and safety standards specifically for  
22 children. (1989, 2022)

### 23 **C-41. School Transportation**

24 The National Education Association believes that free trans-  
25 portation should be provided for all public school students resid-  
26 ing beyond a reasonable and safe walking distance from their  
27 assigned schools, and that local school districts should provide  
28 students with transportation for all school-related activities.

29 The Association strongly believes that all school bus person-  
30 nel who are utilized to transport students should be publicly  
31 employed.

32 The Association also believes that, if necessary for the safety  
33 of the students, paid bus assistants should be provided. Quali-  
34 fied substitute drivers and/or bus assistants must be provided  
35 to transport students in the absence of members of the regular  
36 transportation staff. When traveling to all school related activi-  
37 ties, the group's sponsor or chaperone should not be the group's  
38 bus driver.

39 The Association further believes that rules, regulations,  
40 and procedures must be developed, enforced, and continually  
41 reviewed and revised to ensure safe and orderly transportation  
42 of students. In addition to an annual bus inspection, the proper  
43 agencies should also conduct random bus inspections. Buses  
44 that transport students, especially preschool-aged students and/  
45 or students with disabilities, should be equipped appropriately.  
46 (1977, 2006)

## 47 **STUDENT RIGHTS/CONCERNS**

### 48 **C-42. Student Rights and Responsibilities**

49 The National Education Association believes that basic  
50 student rights include the right to safe and stable school envi-  
51 ronments; free inquiry and expression; freedom of the press;  
52 due process; gender equity; freedom of association; freedom of  
53 peaceful assembly and petition; participation in the governance  
54 of the school, college, and university; freedom from discrimina-  
55 tion; freedom from commercial exploitation, including the pay-  
56 ment of subminimum wages; and equal educational opportunity.

57 The Association also believes that randomly searching stu-  
58 dents without reasonable suspicion is a violation of their Consti-  
59 tutional freedoms and is detrimental to school safety, restorative  
60 justice, student morale, instructional time, and nurturing learn-  
61 ing environments.

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

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

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

### 82 **C-43. Optimizing Students' Time To Learn**

83 The National Education Association believes that time to  
84 learn is essential in promoting optimum success in the schools.

85 The Association also believes that—

- 86 a. Student absences from school have adverse effects on  
87 program continuity, academic success, learning, and  
88 mastery by the student. The Association urges its affili-  
89 ates to work with school districts, parent groups, other  
90 appropriate community groups, and public agencies to  
91 develop programs to reduce student absences.
- 92 b. Excessive or unusual working hours are detrimental  
93 to a student's attention span, academic success, and  
94 learning. The child labor laws, as structured by the Fair  
95 Labor Standards Act, must be monitored, enforced, and  
96 strengthened by local, state, and national governing bod-  
97 ies. (1979, 2007)

### 98 **C-44. Media, Games, Products, and Children**

99 The National Education Association believes that children  
100 are an especially vulnerable and easily exploited audience who  
101 must be protected from exposure to violence, prejudice, sexual  
102 content, and stereotyping by mass media, the internet, and prod-  
103 ucts that are accessible to children.

104 The Association is committed to working cooperatively with  
105 media producers, advertisers, and manufacturers in developing  
106 products that protect the interests of children. The Association  
107 encourages the producers of mass media to select and use age-  
108 appropriate subject matter in their products targeted at children.  
109 The Association also encourages all radio and television pro-  
110 gramming executives, when determining the appropriateness  
111 of program subject matter and the development of broadcasting  
112 schedules, to consider children's ages. The Association further  
113 encourages advertisers and media professionals to use standard  
114 grammar and correct spelling and to refrain from the use of  
115 stereotypical and/or discriminatory terminology and profanity.

116 The Association encourages the producers of games and toys  
117 to make explicit to consumers, prior to purchase, the nature of  
118 a product's content through specific labeling. The Association  
119 also believes that regulations restricting the purchase of games  
120 and toys based on age appropriateness should be developed  
121 and enforced. The Association deplores exposing children as  
122 consumer-test groups to violent interactive games and products  
123 in order for manufacturers to determine how to increase or refine  
124 the violent content for the express purpose of increasing sales.

The Association further believes that, through media literacy education, education employees, parents/guardians, and children must become critical users of mass media, the internet, and other products accessible to children. The Association also encourages its affiliates to establish media study committees to monitor media activities and promote positive educational programming. (1969, 2015)

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

The National Education Association recognizes the popularity and accessibility of electronic social media, including personal websites, blogs, text messages and social networking sites. The Association believes that students should be informed of the possible dangers of posting personal information electronically. Students should be encouraged to report incidents of cyberbullying and other inappropriate communications received using electronic social media. (2010)

**C-46. Extracurricular Participation**

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

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

The Association further believes that there should be fair and equitable eligibility requirements for student participation and student progress should be monitored frequently. (1984, 2023)

**C-47. Gender Equity in Athletic Programs**

The National Education Association believes that at all educational levels female and male students must have equal opportunity to participate in athletic programs.

The Association urges that athletic funds for facilities, equipment, and remuneration of staff be allocated equally between female and male programs. (1974, 1993)

**D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS**

**PROFESSIONAL PREPARATION**

**D-1. The Teaching Profession**

The National Education Association believes that the teaching profession is a cornerstone of society.

The goal of the profession must be to provide the highest quality of education to all students. Therefore, the profession must be composed of individuals meeting the highest standards which are established, maintained, and governed by members of the profession and must apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and accountability. Members of the teaching profession must assume leadership roles and must have the time, resources, and decision-making authority to provide the highest quality of learning for each student.

A quality teacher—

- a. Designs and facilitates instruction that incorporates the students’ developmental levels, skills, and interests with content knowledge

- b. Develops collaborative relationships and partners with colleagues, students, families, and communities focused on meaningful and deep learning
- c. Provides leadership and advocacy for students, quality education, and the education profession
- d. Demonstrates in-depth content and professional knowledge
- e. Participates in ongoing professional learning as an individual and within the professional learning community
- f. Utilizes multiple and varied forms of assessments and student data to inform instruction, assess student learning, and drive school improvement efforts
- g. Establishes environments conducive to effective teaching and learning
- h. Integrates cultural competence and an understanding of the diversity of students and communities into teaching practice to enhance student learning
- i. Utilizes professional practices that recognize education as vital to strengthening our society and building respect for the worth, dignity and equality of every individual
- j. Strives to overcome the internal and external barriers that impact student learning
- k. Recognizes and appreciates the need for diversity and therefore encourages advancement of underrepresented groups into and within the education profession. (1998, 2021)

**D-2. Education Support Professional Excellence**

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

Across the comprehensive range of their contributions, quality ESPs—

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

- 1 l. Repair, maintain, and operate machinery and equipment  
2 essential to the safe, efficient operation of schools and  
3 facilities
- 4 m. Maintain high standards for technology, communica-  
5 tions, and networks in schools and facilities
- 6 n. Transport students safely to and from schools and  
7 school-related events. (2022)

8  
9 **D-3. Teacher Preparation Programs: Recruitment  
10 and Promotion of the Field**

11 The National Education Association believes that strong  
12 programs of teacher recruitment are necessary to maintain and  
13 enhance the teaching profession. The Association and its state  
14 and local affiliates should promote and support the establish-  
15 ment of organizations involving all people interested in the field  
16 of education as a profession and encourage members to serve  
17 as advisers. Such programs should emphasize the recruitment  
18 of candidates from underrepresented groups, and should also  
19 include a policy of affirmative recruitment. Further, programs  
20 should encourage incoming teachers to engage in the work of  
21 the Association. Preteaching programs and recruitment efforts  
22 should be developed at high schools and community/junior col-  
23 leges in conjunction with institutions of higher education with  
24 teacher preparation programs. These efforts should include  
25 career transition support and the active participation of practic-  
26 ing preK through adult education teachers in safe and appropri-  
27 ate educational settings.

28 The Association also believes that individuals interested in  
29 teaching as a career should attend institutions accredited by the  
30 Council for the Accreditation of Educator Preparation (CAEP).  
31 Counselors and advisers should inform aspiring educators of the  
32 advantages of attending CAEP-accredited institutions. Feder-  
33 ally financed loan and grant programs should be established  
34 to encourage and support aspiring educators to become profes-  
35 sional educators. Grants should be secured from both public and  
36 private sources to assist aspiring educators planning to pursue a  
37 career in education. (1990, 2022)

38  
39 **D-4. Teacher Preparation for Education Support  
40 Professionals**

41 The National Education Association believes that education  
42 support professionals are an integral part of the student’s learn-  
43 ing process and, therefore, would make excellent candidates for  
44 teacher preparation programs.

45 The Association also believes that affiliates should support  
46 programs, resources, and funding to assist education support  
47 professionals who wish to fulfill the requirements necessary to  
48 become licensed classroom teachers.

49 The Association encourages licensed colleagues to act as a  
50 support system for such programs. (1999, 2017)

51  
52 **D-5. Teacher Preparation Programs: Admissions**

53 The National Education Association believes that require-  
54 ments for admission into teacher preparation programs must be  
55 based upon standards established and maintained by the profes-  
56 sion. These requirements must be rigorous yet flexible enough  
57 to allow admittance to those who demonstrate potential for  
58 effective practice. The requirements and the selection process  
59 must be nondiscriminatory. The requirements and process must  
60 recognize and appreciate the need for diversity in the educa-  
61 tion profession and, therefore, include a policy of affirmative  
62 recruitment.

63 The Association also believes that admission to teacher  
64 preparation programs should be based on multiple consider-  
65 ations, such as recommendations of faculty, grade-point average,

personal interviews, portfolio reviews, and recommendations of  
persons in related fields. Standardized achievement test scores  
must not be the sole basis for admission.

The Association urges appropriate state agencies to moni-  
tor projected needs by certification areas and to inform teacher  
preparation institutions of those needs on a continuing basis.  
Teacher preparation institutions should counsel and prepare  
prospective teachers in numbers consistent with projected needs.  
(1970, 2021)

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76 **D-6. Teacher Preparation Programs: Affiliate  
77 Participation**

78 The National Education Association believes that its affiliates  
79 and members should be involved in teacher education prepara-  
80 tion and accreditation at the local, state, and national levels. The  
81 Association also believes that its affiliates and licensed educa-  
82 tors with content-specific teaching experience should participate  
83 at the college/university level in the design, implementation, and  
84 improvement of teacher education programs. (1970, 2001)

85  
86  
87 **D-7. Teacher Preparation Programs: Content and  
88 Evaluation**

89 The National Education Association believes that teacher  
90 preparation programs must—

- 91 a. Involve all stakeholders in the design, implementation,  
92 evaluation, and improvement of teacher preparation  
93 programs. These stakeholders include licensed preK  
94 through adult education teachers and teacher educators  
95 who are practicing in their field of expertise and dem-  
96 onstrate practical knowledge of schools and classroom  
97 teaching as well as students preparing to teach
- 98 b. Include tests, reports, student teaching, portfolio reviews,  
99 and other measures of performance designed to assess  
100 progress in acquiring the knowledge and skills neces-  
101 sary for effective teaching
- 102 c. Require courses in the liberal arts, subject or grade-level  
103 specialty, reading, methodologies for the instruction of  
104 students with limited English proficiency, and profes-  
105 sional studies that include learning theories, curriculum  
106 design, classroom management, behavior management,  
107 discipline, student assessment, school accountability,  
108 school law, and teaching techniques
- 109 d. Include instructional content and experience that address  
110 our multicultural, multi-ethnic diversity, recognize the  
111 contributions of ethnic and other minorities, and provide  
112 strategies and techniques for teaching and interacting  
113 with culturally diverse students
- 114 e. Include instructional content and experiences that  
115 address how economic and/or housing status affect a  
116 child’s readiness and ability to learn and function in a  
117 school setting and that provide specific techniques for  
118 teachers who teach children of poverty
- 119 f. Engage students in identifying and addressing internal  
120 and external biases
- 121 g. Include instructional content and experience in research  
122 and information skills, group processes, shared decision  
123 making, strategic planning, the dynamics of intergroup  
124 communications, peace and conflict resolution, human  
125 growth and development, the changing role of the fam-  
126 ily, exceptional behaviors, and human relations
- 127 h. Include training and instruction in diversity, equity,  
128 biases, social and racial justice, culturally-responsive  
129 practices, trauma-informed practices, and anti-bullying  
130 techniques



1	i.	Provide a variety of field experiences, including the appropriate use of technology for managing and advancing instruction, throughout the preparation program, culminating in clinical practice	66
2			67
3			68
4			69
5	j.	Include accurate instructional content on the evolution of professional teacher organizations and the advances in the areas of job contracts, salary schedules, benefit programs, and working conditions	70
6			71
7			72
8			73
9	k.	Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and challenges of shared decision making, problem-solving, and strategic planning	74
10			75
11			76
12			77
13	l.	Include instruction in educational programs of all special education areas recognized by federal law	78
14			79
15	m.	Provide access to professional and preprofessional organizations related to the education profession and areas of certification	80
16			81
17			82
18	n.	Provide teacher candidates with resources and practice opportunities to prepare for performance assessments for licensure/certification	83
19			84
20			85
21	o.	Promote involvement in an NEA Aspiring Educator Program local chapter to increase opportunities for community outreach, professional development, and political action	86
22			87
23			88
24			89
25	p.	Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that ensures accreditation is achieved and maintained	90
26			91
27			92
28	q.	Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and cooperating teachers. (1970, 2021)	93
29			94
30			95
31			96
32			97
33	<b>D-8. Teacher Preparation Programs: Clinical Practice</b>		98
34		The National Education Association believes that clinical practice is essential to provide prospective teachers with the experiences necessary to enter the profession and be prepared to teach. Clinical practice contributes to enhanced student learning by fostering the development of a reflective practitioner.	99
35			100
36			101
37			102
38		The Association also believes that clinical practice should include a supervised student teaching experience/internship and a post-hiring residency of one year for a prospective teacher to achieve full licensure. Clinical practice provides formal support, instruction, and guidance by a faculty member in a teacher preparation program and by an experienced, licensed preK through 12 teacher in the same field of practice.	103
39			104
40			105
41			106
42			107
43			108
44			109
45		The Association further believes that prospective teachers completing clinical practice should demonstrate—	110
46			111
47	a.	Comprehensive understanding of the central concepts and structure of the disciplines that they teach	112
48			113
49	b.	Knowledge of and ability to provide differentiated learning opportunities that support the intellectual, social, physical, and personal development of individual students	114
50			115
51			116
52			117
53	c.	A variety of instructional strategies that encourage students to develop critical thinking skills, problem-solving techniques, positive social interaction, and active engagement in learning	118
54			119
55			120
56			121
57	d.	Ability to plan instructional strategies based upon knowledge of the subject matter, the students, the community, and the curriculum goals	122
58			123
59			124
60	e.	Effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social, physical, and personal development of individual students	125
61			126
62			127
63			128
64	f.	Use of active inquiry and collaboration between and among colleagues	129
65			130
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1 administered. Mentors must be selected through a defined  
2 process with articulated criteria, be properly trained and com-  
3 pensated, and be provided with adequate time to fulfill their  
4 responsibilities. The state or local authority has the obligation to  
5 provide hold-harmless protection.

6 The Association believes that any documentation that results  
7 from the mentoring process must be confidential and the sole  
8 property of the person mentored and must not be included in the  
9 participant's personnel file. The Association also believes that  
10 any verbal conversations that result from the mentoring process  
11 must also remain confidential. (1988, 2004)

## 12 **D-12. Educator Career Paths**

13 The National Education Association believes that an educa-  
14 tor's primary responsibility is student learning and that leader-  
15 ship by educators is essential to serving the needs of students,  
16 schools, and the education profession. The development of  
17 well-designed career paths can promote and nurture effective  
18 instruction. Career paths should—

- 19 a. Be developed through collective bargaining or in non-  
20 bargaining jurisdictions be developed collaboratively by  
21 Association members and local boards
- 22 b. Be adequately funded and sustainable
- 23 c. Be voluntary
- 24 d. Be fair and equitable with transparent criteria, based on  
25 professional standards
- 26 e. Include compensation that recognizes additional respon-  
27 sibilities, knowledge, and/or skills
- 28 f. Include ongoing professional development
- 29 g. Allow educators to move between paths without penalty  
30 and support these transitions with programs, resources,  
31 and funding wherever possible
- 32 h. Contain a comprehensive evaluation system that includes  
33 an appeal procedure
- 34 i. Contain a plan that addresses the need for diversity and  
35 advancement for underrepresented groups. (2012, 2021)

## 36 **D-13. Peer Assistance Programs and Peer Assistance 37 and Review Programs**

38 The National Education Association believes that high stan-  
39 dards within the teaching profession and continuous improvement  
40 in professional practice are cornerstones of the profession. Some  
41 local affiliates may conclude that, under certain circumstances,  
42 a peer assistance or a peer assistance and review program is an  
43 appropriate mechanism for achieving these objectives.

44 The primary purpose of any such program should be to pro-  
45 vide "assistance" to improve professional practice, retain prom-  
46 ising teachers, and build professional knowledge to improve  
47 student success. A local affiliate may, at its option, also decide  
48 to include a "review" component in the program involving the  
49 evaluation of performance. If a local affiliate takes either posi-  
50 tion, the program should—

- 51 a. Be developed through collective bargaining or through  
52 a joint association/school district agreement in nonbar-  
53 gaining states
- 54 b. Be governed by a board composed of an equal number  
55 or a majority of representatives appointed by the local  
56 affiliate
- 57 c. Be supported by stable and sustainable funding
- 58 d. Acknowledge that the school district makes the final  
59 decision to retain or seek nonrenewal or termination, but  
60 that recommendations forwarded by the joint govern-  
61 ing body are routinely accepted and acted upon by the  
62 district

- 63 e. Ensure that only teachers who are deemed by their peers  
64 to be highly skilled practitioners are selected for the role  
65 of consulting teacher, that the consulting teacher's area  
66 of expertise is the same as or closely related to that of the  
67 participating teacher, and that the consulting teacher is  
68 chosen by the program governing bodies
- 69 f. Seek consulting teachers who reflect the diverse popula-  
70 tion of the teaching staff
- 71 g. Provide that consulting teachers are properly com-  
72 pensated and provided adequate time to fulfill their  
73 responsibilities
- 74 h. Provide that consulting teachers receive extensive and  
75 ongoing training in mentoring/coaching skills, district  
76 initiatives and resources, and current education instruc-  
77 tional methods
- 78 i. Establish guidelines for the referral of teachers as well as  
79 safeguards to prevent unwarranted referrals and to allow  
80 participating teachers the selection and/or approval of  
81 their assignment to a consulting teacher
- 82 j. Establish and convey to all consulting and participating  
83 teachers clear rules on allowable uses of documents,  
84 products, and communications arising from the program
- 85 k. Require extensive documentation based on ongoing  
86 assessments of each participant
- 87 l. Require that rigorous and extensive assistance be  
88 provided over an appropriate period of time to help  
89 the participating teacher attain the requisite standard  
90 of proficiency before any effort is made to counsel the  
91 participating teacher into alternative career choices  
92 either within or outside the education profession or a  
93 recommendation to initiate nonrenewal or termination  
94 proceedings is issued
- 95 m. Ensure due process protection and duty of fair represen-  
96 tation procedures
- 97 n. Guarantee that participating teachers, consulting teach-  
98 ers, and teachers who sit on governing bodies do not lose  
99 their Association membership or bargaining unit status  
100 by virtue of their participation in the program. (1997,  
101 2012)

## 102 **D-14. Administrator Preparation**

103 The National Education Association believes that administra-  
104 tors are integral to a safe, supportive, and instructionally excel-  
105 lent learning community. Administrator preparation programs  
106 should recruit individuals meeting the highest standards with at  
107 least five years of full-time educational experience and a stu-  
108 dent-centered educational philosophy. Programs should include  
109 educationally significant clinical experience and should prepare  
110 leaders to—

- 111 • Collaboratively steward a shared vision
- 112 • Use data effectively to promote sustainable school  
113 improvement
- 114 • Efficiently manage resources
- 115 • Develop capacity for distributed leadership and equitable  
116 leadership
- 117 • Build and maintain family and community partnerships
- 118 • Act with integrity and fairness
- 119 • Promote racial and social justice
- 120 • Advocate for schools, students, families, and caregivers
- 121 • Understand the moral and ethical consequences of deci-  
122 sions in the school community
- 123 • Foster a collaborative school culture
- 124 • Promote practices and programs that are focused on  
125 diversity, equity, cultural responsiveness, bullying  
126 prevention techniques, social and racial justice, the

1	recognition of and mitigation of biases, and trauma-	66
2	informed pedagogy.	67
3	These programs should meet standards established, governed,	68
4	and maintained by members of the profession. (1985, 2021)	69
5		70
6	<b>APPROPRIATE STAFFING</b>	71
7		72
8	<b>D-15. Supervision of Extracurricular Activities</b>	73
9	The National Education Association believes that extracur-	74
10	ricular activities are an important part of the public school expe-	75
11	rience. Education institutions should adopt policies, standards,	76
12	and guidelines for the staffing and hiring of qualified extracur-	77
13	ricular personnel, providing them with ongoing training. Quali-	78
14	fied education employees must be given the opportunity of first	79
15	acceptance of paid positions. (1994, 2014)	80
16		81
17	<b>PROFESSIONAL DEVELOPMENT</b>	82
18		83
19	<b>D-16. Professional Development for Education</b>	84
20	<b>Professionals</b>	85
21	The National Education Association believes that continuous	86
22	professional development is required for education professionals	87
23	to achieve and maintain the highest standards of student learn-	88
24	ing and professional practice. The Association also believes that	89
25	professional development should—	90
26	a. Be based upon clearly articulated goals reached by con-	91
27	sensus of the school community	92
28	b. Be designed, directed by, and differentiated to meet the	93
29	needs of affected professionals at each site	94
30	c. Be accessible	95
31	d. Support education professionals in meeting the needs of	96
32	students	97
33	e. Be incorporated into and aligned with (not added to)	98
34	professional work expectations	99
35	f. Be standards-referenced and incorporate effective prac-	100
36	tice, relevant data, and current research	101
37	g. Be supported by adequate resources	102
38	h. Be career-long, rigorous, and sustained	103
39	i. Stimulate intellectual development and leadership	104
40	capacity	105
41	j. Balance individual priorities with the needs of the school	106
42	and the district	107
43	k. Be modified in response to feedback from ongoing	108
44	assessments and participants' evaluations	109
45	l. Preserve regular planning time for teachers	110
46	m. Provide—	111
47	• training and ongoing support for the implementation	112
48	of new and expanded programs/skills	113
49	• training and ongoing support in the development of	114
50	new and revised curricula and instructional strategies	115
51	• time during the regular work day and work year for	116
52	inquiry, research, reflection, and collaboration	117
53	• time for individual and collaborative study of student	118
54	data to improve student learning	119
55	• opportunities for mentoring/peer coaching with col-	120
56	leagues on an ongoing basis	121
57	• a depth of subject matter knowledge and a greater	122
58	understanding of the impact of culture, gender, and	123
59	learning styles	124
60	• opportunities to assume new roles and career paths,	125
61	including leadership positions	126
62	• flexibility for collaboration of community partners	127
63	with a variety of resources such as university-school	128
64		129
65		130
	partnerships, professional development schools,	66
	exchange programs, professional development	67
	resource centers, and cultural and business resources	68
	• opportunities for training by licensed health profes-	69
	sionals in basic emergency lifesaving techniques,	70
	including CPR, AEDs, epinephrine injections, opioid	71
	antagonist medications (such as Narcan), and seizure	72
	management	73
	• training and ongoing support for the use of technol-	74
	ogy as an instructional tool. (1976, 2023)	75
		76
	<b>D-17. Professional Development for Education</b>	77
	<b>Support Professionals</b>	78
	The National Education Association believes that continu-	79
	ous professional development is required for education support	80
	professionals to achieve and maintain the highest standards of	81
	professional practice in order to meet the needs of the whole stu-	82
	dent. Professional development and continuing education serve	83
	as catalysts to recruit, retain, and promote qualified education	84
	support professionals. Professional development for education	85
	support professionals should be fully funded and participants	86
	must be fully compensated to attend the trainings.	87
	Professional development should—	88
	a. Be offered to both full-time and part-time education sup-	89
	port professionals	90
	b. Be designed, directed, and differentiated to meet the	91
	needs of affected professionals at each site	92
	c. Be accessible	93
	d. Ensure that education support professionals have a deci-	94
	sive voice at every stage of the planning, implementa-	95
	tion, evaluation, and modification	96
	e. Be ongoing throughout the school year and made avail-	97
	able by both the states and school districts or through	98
	community partners such as community colleges, cul-	99
	tural institutions, and business resources	100
	f. Be offered during regular work hours (on designated	101
	school or district professional development days) or	102
	compensated when offered outside of regular work hours	103
	g. Be incorporated into and aligned with (not added to)	104
	professional work expectations	105
	h. Support education support professionals in meeting the	106
	needs of the whole student	107
	i. Be standards-referenced and incorporate effective prac-	108
	tices, relevant data, and current research	109
	j. Be supported by adequate resources	110
	k. Be relevant	111
	l. Stimulate intellectual development and leadership	112
	capacity	113
	m. Balance individual career goals with the needs of the	114
	school and district	115
	n. Provide—	116
	• Training and ongoing support for the use of tech-	117
	nology	118
	• Opportunities to assume new roles and career paths,	119
	including leadership positions	120
	• Opportunities for training by licensed health profes-	121
	sionals in basic emergency lifesaving techniques,	122
	including CPR, AEDS, epinephrine injections, opioid	123
	antagonist medications (such as Narcan), and seizure	124
	management. (1998, 2023)	125
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1 **D-18. Professional Development Resource Services**

2 The National Education Association believes that profes- 66  
3 sional development resource services provide an opportunity 67  
4 for education employees to share resources, experiences, and 68  
5 ideas for professional growth. The Association also believes that 69  
6 these services should be established, funded, and accessible to 70  
7 all education employees. The Association further believes that 71  
8 members from local affiliates should actively participate in the 72  
9 development and implementation of these services. (1982, 2016) 73  
10

11 **COMPETENCY**

12  
13 **D-19. Professional Development in Behavior**  
14 **Management, Discipline, Order, and Safety**

15 The National Education Association believes that behavior 74  
16 management, discipline, order, and safety in schools and school 75  
17 districts are essential to ensure student and educator success. 76  
18 The Association also believes that all education employees, 77  
19 including those not typically involved in direct instruction, must 78  
20 be provided continual, relevant, and accessible professional 79  
21 development in trauma-informed practices, behavior manage- 80  
22 ment, progressive discipline, conflict resolution, restorative 81  
23 practices, bullying prevention techniques, safety plans and emer- 82  
24 gency procedures, emergency lifesaving techniques, and crisis 83  
25 management. The Association further believes that all materials 84  
26 and practices should promote safe and just schools at every level 85  
27 of education, and all training materials and programs should be 86  
28 regularly evaluated for progress and outcomes in applying racial 87  
29 justice and equity tools and practices. (1994, 2023) 88  
30

31 **D-20. Neurological Disorder Awareness**

32 The National Education Association believes in establish- 90  
33 ing programs that foster educator understanding in response to 91  
34 neurological disorders and symptoms affecting student learning. 92  
35 Qualified health professionals should be cooperatively involved 93  
36 in these programs. (1987, 2019) 94  
37

38 **D-21. Teacher Exchange Programs**

39 The National Education Association believes that teach- 95  
40 ers and students benefit when teachers participate in teacher 96  
41 exchange programs. Voluntary teacher exchange programs 97  
42 should be cooperatively established with governing boards to 98  
43 offer such programs within and among the states, schools of fed- 99  
44 eral agencies within and outside the United States, and agencies 100  
45 abroad. (1974, 1997) 101  
46

47 **D-22. Education Employee Evaluation<sup>8</sup>**

48 The National Education Association believes that formal per- 102  
49 formance-based evaluations must include formative evaluation 103  
50 components in order to assure the competency of all education 104  
51 employees in their respective fields. 105

52 Effective evaluation procedures supported by professional 106  
53 development programs will enable all education employees to be 107  
54 informed in their areas of specialization. Such procedures, with 108  
55 sufficient resources, can help ensure job competency, identify 109  
56 professional growth goals, and provide options for achieving 110  
57 these goals. 111

58 The Association also believes that evaluations of teachers 112  
59 must be comprehensive, based on multiple indicators providing 113  
60 teachers with timely feedback and support to enhance their prac- 114  
61 tice. Components of effective evaluation must include indicators 115  
62

63 <sup>8</sup> See *NEA Handbook* for the Policy Statement on Teacher Evaluation and 116  
64 Accountability adopted by the 2011 Representative Assembly, which sets 117  
65 forth the Association’s full position dealing with this subject. 118

of teacher practice, teacher contribution and growth, and contri- 66  
bution to student learning, growth, and development. High qual- 67  
ity, developmentally appropriate teacher-selected assessments 68  
that provide valid, reliable, timely, and relevant information 69  
regarding student learning, growth, and/or development may be 70  
used as an indicator for quality, formative evaluation. Standard- 71  
ized tests, even if deemed valid and reliable, must not be used to 72  
support any employment action against a teacher and may not be 73  
used to determine any part of an educator’s evaluation. 74

Following an evaluation, a teacher should be provided with 75  
clear notice of any areas of suggested growth and an improve- 76  
ment plan should be developed by the teacher, local association, 77  
and employer. After completing the improvement plan, the 78  
teacher should then be formally reevaluated. If dismissal pro- 79  
ceedings based on an unsatisfactory evaluation rating are war- 80  
ranted, the teacher must be guaranteed the right to procedural 81  
and substantive due process. Such proceedings must be imple- 82  
mented by administrators/evaluators who are properly trained 83  
and held accountable for appropriate and fair evaluation systems. 84  
An administrator must complete evaluations in accordance with 85  
the timeframe prescribed by laws, contracts, agreements, and 86  
memoranda of understanding. An administrator’s failure to 87  
complete an evaluation must not negatively impact an education 88  
employee. 89

The Association further believes that classroom teachers, 90  
without fear of discipline or negative evaluation, must be given 91  
the discretion to modify the pace of predetermined progress 92  
rates, dictated pacing guides, and mandated scripted lesson pac- 93  
ing charts. 94

The evaluation procedure should be collectively bargained 95  
and/or cooperatively developed and maintained in conjunction 96  
with representatives selected by the local affiliate and should 97  
include— 98

- a. Clear performance expectations that can be objectively 99  
assessed and are specific to the job description 100
- b. Regular observation of job performance with advance 101  
notice and discussion of evaluation visits and a timely 102  
consultation after each visit 103
- c. A written evaluation report to be provided to the per- 104  
son being evaluated 105
- d. Opportunity for a written response prior to the place- 106  
ment of the evaluation in the personnel file 107
- e. An employee improvement plan that will not interfere 108  
with any earned pay increase or longevity credit 109
- f. A provision for an alternative evaluator and/or an 110  
opportunity for an alternative evaluation report to 111  
ensure a fair and unbiased evaluation of the education 112  
employee 113
- g. An unbiased appeals process with an evidentiary hear- 114  
ing under oath before a neutral third party such as an 115  
arbitrator. 116

The Association believes that procedures for evaluation of 117  
administrators should include evaluations by education employ- 118  
ees who are directly supervised by them. 119

By participating in an evaluation process, education employ- 120  
ees shall not waive their right to due process in any subsequent 121  
contractual or legal proceeding. (1969, 2022) 122  
123

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

The National Education Association believes that compe- 125  
tency testing must not be used as a condition of employment, 126  
license retention, evaluation, placement, ranking, or promotion 127  
of licensed teachers. (1969, 2000) 128  
129

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

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

6 The Association also believes that its higher education  
7 members must be allowed to determine through the collective  
8 bargaining process the methods by which they are evaluated and  
9 promoted.

10 The Association further believes that in order to maintain  
11 high standards throughout higher education, administrators  
12 must undergo individual, periodic, and regular evaluation. The  
13 evaluation process must include input from a broad spectrum of  
14 the college/university community in order to provide a balance  
15 of perspective and evaluation effectiveness. (1986, 2006)

16  
17 **D-25. Promote the Retention of Experienced  
18 Education Professionals**

19 The National Education Association believes that experienced  
20 education professionals are valuable resources in the promotion  
21 of educational excellence. Experienced education professionals  
22 should be encouraged to remain in or return to the education  
23 profession through strategies consistent with Association poli-  
24 cies, including enhanced salaries, benefits, professional compen-  
25 sation for additional duties beyond the established school day/  
26 year, a supportive and respectful work environment, a reasonable  
27 workload, a secure pension, and retirement packages that reward  
28 extended years of service. (2001, 2017)

29  
30  
31 **E. GAIN RECOGNITION OF THE BASIC IMPORTANCE  
32 OF THE EDUCATOR IN THE LEARNING PROCESS**

33  
34 **ACADEMIC FREEDOM**

35  
36 **E-1. Instructional Excellence**

37 The National Education Association believes that to achieve  
38 and maintain instructional excellence there must be continual  
39 improvement in the education process. The Association also  
40 believes that educators’ expertise is critical in evaluating the  
41 needs of individual students when addressing state standards.  
42 The Association further believes that teachers have the primary  
43 responsibility for instructional excellence and must have the  
44 primary authority to recommend improvements in instruction  
45 through a democratic decision-making process. The Association  
46 believes all education employees should support high standards  
47 for instructional excellence and contribute to the continual  
48 improvement of education. The Association also believes that no  
49 single program can meet the needs of every student. Mandated  
50 programs, such as scripted learning programs and pacing charts,  
51 restrict the ability of teachers to make decisions for appropriate,  
52 meaningful instruction in their classrooms. The Association rec-  
53 ommends that education employees collaborate in the research,  
54 development, and field testing of new instructional methods and  
55 materials. (1969, 2018)

56  
57 **E-2. Educator-Led Schools**

58 The National Education Association believes that educator  
59 leadership is a means to fulfilling the promise of public educa-  
60 tion. Sharing leadership more fully would concentrate a broader  
61 range of expertise and skill in leadership, while also distributing  
62 responsibility for student success more equitably among those  
63 who educate our children. In addition, shared leadership can  
64 create a more democratic school environment in which there

is broad engagement in problem solving and decision making,  
engaging the Association in student-centered educational quality  
and helping to prepare a new generation of school leaders.

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

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

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

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

89  
90  
91 **E-3. Time To Teach**

92 The National Education Association believes that “time to  
93 teach” refers not only to those hours during which an educator  
94 is actually teaching but also applies to those conditions that  
95 contribute to the student-teacher relationship. These include  
96 a reasonable, carefully defined work load, a duty-free lunch  
97 period, an office in which to work, access to telephones, ade-  
98 quate and appropriate office equipment, access to technology,  
99 freedom from interruptions during instructional time, sufficient  
unencumbered planning time, time to evaluate student progress,  
time for implementation of federal and state legislative require-  
ments, and elimination of the noninstructional tasks required of  
a teacher.

The Association also believes that, at all levels and in all dis-  
ciplines, additional common planning time should be provided  
during the student day for employees to meet for such purposes  
as, but not limited to, planning interdisciplinary activities/units,  
team planning time, and coordinating with special education and  
with support professionals.

The Association recognizes that accountability requires  
reporting on the uses of funding derived from federal, state,  
and local education programs. The Association further believes,  
however, that in order for the classroom educator to spend ade-  
quate time on instructional duties, the paperwork burden on the  
practitioner must be reduced and held to an absolute minimum.

The Association believes that educators need the freedom  
and flexibility to schedule time and design programs to meet the  
needs of students. (1969, 2007)

118  
119  
120 **E-4. Selection and Challenges of Materials and  
Teaching Techniques**

121 The National Education Association believes that democratic  
122 values can best be transmitted in an atmosphere that does not  
123 restrain free inquiry and learning. The Association also believes  
124 that quality teaching depends on the freedom to select materials  
125 and techniques. Teachers and school library media specialists  
126 must have the right to select and use materials and techniques  
127 without censorship or legislative interference. States, school dis-  
128 tricts, and educational institutions must include teachers and fac-  
129 ulty as full voting members on textbook and curriculum review

1 and adoption committees. Participation must be voluntary and  
2 compensated.

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

- 9 Materials in all subject areas should—
- 10 a. Include strategies that encourage student interaction
  - 11 b. Be developmentally appropriate
  - 12 c. Include appropriate accommodations and modifications  
13 for students with special needs
  - 14 d. Be free from stereotypes and avoid biases
  - 15 e. Support multicultural education and cultural competence
  - 16 f. Address divergent points of view
  - 17 g. Contain sufficient activities to teach the concepts
  - 18 h. Provide for the evaluation of higher level thinking
  - 19 i. Be historically and factually accurate
  - 20 j. Be inclusive of all ethnic groups
  - 21 k. Be inclusive of the LGBTQ+ community.

22 Instructional materials and equipment must be provided in  
23 sufficient variety and quantity to serve all students. (1969, 2023)

### 24 **E-5. Development of Curriculum**

26 The National Education Association believes that to provide  
27 the highest quality of education to all students, educators must be  
28 the primary voice in the planning, development, implementation,  
29 monitoring, and refinement of curricula.

30 The Association also believes that careful consideration must  
31 be given to the curriculum in regard to—

- 32 a. Inclusion of lifelong learning skills
- 33 b. Student academic standards
- 34 c. Alignment of curriculum with standards
- 35 d. Unwarranted duplication of content
- 36 e. Prevention of content gaps and biases
- 37 f. Content overload
- 38 g. Developmentally appropriate content
- 39 h. Appropriate accommodations and modifications for  
40 students with special needs
- 41 i. Integration of disciplines
- 42 j. Cultural competency and responsiveness.

43 The Association further believes that educators must have an  
44 active role in the establishment of procedures for the planning,  
45 development, implementation, monitoring, and refinement of  
46 curricula. To that end, professional time and training must be  
47 provided. (2003, 2021)

### 48 **E-6. Development of Materials**

50 The National Education Association believes that public  
51 school teachers and postsecondary faculty should be involved  
52 in the development and field testing of all educational materials  
53 offered for adoption or purchase by public school districts and  
54 educational institutions. Materials in all subject areas should—

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

64 The Association also believes that requiring the use of elec-  
65 tronic curriculum mapping and lesson planning software via

district networks and the internet should not impose additional  
time burdens on teachers, and must be accompanied by adequate  
training and compensation. Adoption of such practices should be  
a collaborative effort among teachers, administrators, and local  
boards of education.

Where school districts and educational institutions involve  
teachers and faculty in the development of any educational  
materials, participation should be voluntary and compensated.  
(1984, 2022)

### **E-7. Cultural Diversity in Instructional Materials**

The National Education Association believes that educational  
materials and activities should accurately portray the influences  
and contributions of ethnic and other minorities, women, and  
world religions. A diverse group of educators must be involved  
in selecting educational materials and in preparing educators for  
their use.

The Association recognizes that additional instructional  
materials chosen for classrooms and libraries may rightfully  
contain diverse representations of cultures and points of view to  
allow students to become familiar with the attitudes and recom-  
mendations from various segments of the literary world.

The Association acknowledges that many contemporary texts  
related to these groups do not portray realistically their impor-  
tance and could convey a negative self-concept to students in  
these groups.

The Association also believes that educators and governing  
boards should adopt and use textbooks and other educational  
materials in all subject areas that accurately portray the contribu-  
tions of ethnic and other minorities, women, and world religions.  
(1969, 2021)

### **E-8. Academic and Professional Freedom**

The National Education Association believes that academic  
freedom is essential to the teaching profession. Academic free-  
dom includes the rights of teachers and learners to explore and  
discuss divergent points of view. Controversial issues should be  
a part of the instructional program when, in the judgment of the  
professional staff, the issues are appropriate to the curriculum  
and to the maturity level of the student. Teachers shall not be  
fired, transferred, reassigned, removed from their position, or  
disciplined for refusing to suppress the free expression rights of  
students.

The Association also believes that professional freedom  
is essential to the teaching profession. Professional freedom  
includes the teachers' right to evaluate, criticize, and/or advo-  
cate their personal point of view concerning the policies and  
programs of the schools. Furthermore, teachers must be free  
to depart from mandated scripted learning programs, pacing  
charts, and classroom assessments without prejudice or punish-  
ment. Teachers also have the right to assist colleagues when their  
academic or professional freedoms are violated.

The Association further believes that legislation and regula-  
tions that mandate or permit the teaching of religious doctrines  
and/or groups that promote anti-public education agendas violate  
both student and teacher rights. The Association urges its affili-  
ates to seek repeal of these mandates where they exist. (2002,  
2009)

### **E-9. Professional Discretion in the Classroom**

The National Education Association believes that daily con-  
tact with students as well as professional accountability place  
classroom teachers in the best position to address the educational  
needs of students.

1 The Association also believes that teachers are best suited  
2 to develop and deliver appropriate instructional programs and  
3 classroom assessments that are consistent with state curriculum  
4 standards. The Association further believes that direct observa-  
5 tion of students and analysis of data by the classroom teacher  
6 must guide instructional decisions without fear of reprisal.

7 The Association believes that, while programs focusing on  
8 scripted learning and pacing charts can serve as frames of refer-  
9 ence, it is still incumbent on the classroom teacher to evaluate  
10 the efficacy of all instructional programs and classroom assess-  
11 ments and to modify them when necessary in order to address  
12 the needs and facilitate the success of each student. Educational  
13 materials and resources should not replace or serve as a substi-  
14 tute for the teacher in the delivery of instruction. (2006, 2016)

15  
16 **E-10. Intellectual Property and Access to Copyrighted  
17 Materials**

18 The National Education Association believes that education  
19 employees should own the copyright to materials they create in  
20 the course of their employment. Ownership rights of education  
21 employees who create copyrightable materials should not pre-  
22 vent education employees from making appropriate use of such  
23 materials in providing educational services to their students.  
24 Employees should have the right to display, reproduce, and dis-  
25 tribute copyrighted materials for educational purposes.

26 The Association also believes that students should own the  
27 copyright to materials they create in the course of their studies  
28 and additionally, in the case of graduate students, to materials  
29 they create while working as teaching or research assistants.  
30 (1969, 2017)

31  
32 **E-11. Education Support Professionals in the Learning  
33 Environment**

34 The National Education Association believes that all educa-  
35 tion employees are essential to the learning environment. The  
36 Association recognizes that education support professionals are  
37 positive role models who enhance the education process.

38 The Association also believes that the retention of education  
39 support professionals must be encouraged and is vital to keeping  
40 strong and effective public schools. (1990, 2014)

41  
42 **E-12. Impact of Federal and State Legislative  
43 Mandates**

44 The National Education Association believes that federal  
45 and state mandates regarding school programs should be broad  
46 guidelines and be fully funded without basing funding on student  
47 achievement and/or educator evaluation. The mandates and their  
48 evaluations should be established and assessed in collaboration  
49 with the Association and its state and local affiliates, and focus  
50 on the effect they have on students, education employees, school  
51 programs, and finances. (1979, 2016)

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**F. PROTECT THE RIGHTS OF EDUCATION AND  
OTHER PUBLIC EMPLOYEES AND ADVANCE  
THEIR INTERESTS AND WELFARE, AND PROMOTE,  
SUPPORT AND DEFEND PUBLIC EMPLOYEES'  
RIGHT TO COLLECTIVE BARGAINING**

**PAY EQUITY/COMPARABLE WORTH**

**F-1. Nondiscriminatory Personnel Policies/  
Affirmative Action<sup>9</sup>**

The National Education Association believes that, except as  
otherwise provided below, personnel policies and practices must  
guarantee that no person be employed, retained, paid, dismissed,  
suspended, demoted, transferred, retired, or harassed because of  
race, color, national origin, cultural diversity, accent, religious  
beliefs, residence, disability, political activities, professional  
association activity, age, size, marital status, family relationship,  
gender, sexual orientation, gender identity, or perceived gender  
identity.

Affirmative action plans and procedures that encourage  
active recruitment and employment of ethnic minorities, women,  
persons with disabilities, and persons in underrepresented  
education categories should be developed and implemented in  
accordance with Association policy. Affirmative action plans  
and procedures that encourage active recruitment and employ-  
ment of men in underrepresented education categories should  
also be developed and implemented. It may be necessary there-  
fore to give preference to men in recruitment, hiring, retention,  
and promotion policies to overcome past discrimination. (1969,  
2022)

**F-2. Pay Equity/Comparable Worth**

The National Education Association believes that all workers  
should be paid on the basis of the requirements, skills, and worth  
of their jobs using nondiscriminatory practices.

The Association supports all efforts to attain accurate and  
unbiased forms of job evaluation and to raise the pay of those  
jobs that are presently undervalued. The “market value” means  
of establishing pay cannot be the final determinant of pay scales  
since it too frequently reflects the race and sex bias in our society.

The Association encourages efforts by education employees  
and others of the work force to gain salary levels appropriate to  
the skill, value, responsibility, and requirements of their jobs.  
(1982, 2015)

**F-3. Tax Deductions for Professional Expenses**

The National Education Association believes expenses  
incurred for professional development must be considered  
as necessary and ordinary and must be uniformly deduct-  
ible, as an adjustment, from gross income in the computation  
of federal, state, and local income taxes. Deductible expenses  
should include, but not be limited to, expenses incurred relat-  
ing to sabbatical leaves; educational travel for maintenance and  
improvement of skills; an in-home office; education-related auto  
use; and, purchasing of teaching supplements and professional  
supplies, materials, and equipment. (1969, 2015)

<sup>9</sup> See *NEA Handbook* for the Policy Statement on Affirmative Action  
adopted by the 1997 Representative Assembly, which sets forth the Associa-  
tion’s full position dealing with this subject.

## COLLECTIVE BARGAINING PROCESS

### F-4. Collective Bargaining Rights

The National Education Association believes that the attainment and exercise of collective bargaining rights are essential to the promotion of education employee and student needs in society. The Association demands that these rights be advocated where they are now abridged or denied and strengthened where they are now secured.

The Association also believes that the democratic selection of a collective bargaining representative to speak with one voice, representing all employees in the bargaining unit, is the foundation of effective collective bargaining. Democratic exclusive representation amplifies the voice of employees, promotes solidarity, and provides employees with the strongest footing for securing redress of their common concerns. Therefore, the Association unequivocally opposes attempts to dismantle or weaken the democratic exclusive representation of employees. (1980, 2019)

### F-5. Collective Bargaining and Grievance Procedures

The National Education Association believes in the necessity of a public employees' federal collective bargaining law that will not weaken any state or local bargaining laws. The Association demands that federal, state, and local governing bodies bargain collectively with all public employees. The Association supports legislation that would prohibit the negotiating away of any public employee statutory benefit, right, or protection.

The Association also believes that local affiliates and governing boards must negotiate, in good faith, written master contracts. These contracts must include terms and conditions of employment and other matters of concern and include a provision for agency fee.

The Association further believes that local affiliates should determine the bargaining approach most appropriate for them. The Association also supports a local's decision to use an interest-based process as an option from a wide range of models for collective bargaining and/or dispute resolution.

Grievance procedures shall be provided in the master contract with definite steps to appeal the application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

The Association believes that binding arbitration and the right to strike must be an integral part of any collective bargaining process.

Coordinated bargaining by Association affiliates on a regional or statewide basis is an important component of collective bargaining.

The Association also believes that state affiliates should seek statutory penalties for governing boards that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means. (1969, 1998)

### F-6. Strikes

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

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

The Association also believes that the chances of reaching voluntary agreement in good faith are reduced when one party

to the negotiation process possesses the power to use the courts unilaterally against the other party.

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

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

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

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

The Association also urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. The Association is committed to supporting affiliates in the event of a strike or work action. (1969, 2023)

## BARGAINING ISSUES

### F-7. Basic Contract Standards

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

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually
- d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action<sup>10</sup>

<sup>10</sup> See *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly, which sets forth the Association's full position dealing with this subject.



- 1 e. Employer-paid benefits, including but not limited to
- 2 comprehensive health, life, dental, vision, and income
- 3 protection insurance and employee assistance programs,
- 4 that fully cover bargaining unit members, domestic part-
- 5 ners, and their families
- 6 f. Membership in the association or the payment of a fair-
- 7 share fee as a condition of employment
- 8 g. Required posting of all vacant or newly created positions
- 9 along with the right of bargaining unit members to apply
- 10 for these positions
- 11 h. Unassigned preparation, planning, and travel time as
- 12 applicable for all members of the bargaining unit
- 13 i. Specified class size, caseload, teaching assignment, and
- 14 job description
- 15 j. A duty-free lunch period of not less than 30 minutes for
- 16 all members of the bargaining unit
- 17 k. Nondiscriminatory, fair, and equitable treatment of bar-
- 18 gaining unit members
- 19 l. Contractually defined procedures for evaluation and
- 20 promotion
- 21 m. Release time for Association business with full pay and
- 22 benefits
- 23 n. Parental/child rearing leave for employees to provide
- 24 care for natural or adopted children
- 25 o. Contractually defined procedures for ensuring education
- 26 employee decision making in curriculum design and
- 27 related instructional management and reporting systems
- 28 p. Time during the regular work day and work year for
- 29 education employees to plan, engage in professional
- 30 development, work on curriculum and assessment,
- 31 evaluate and document student progress, mentor and be
- 32 mentored, and provide professional leadership
- 33 q. Salary schedules that are equitable, regardless of the age
- 34 level of the students being taught, and are based upon
- 35 preparation, professional growth, and length of service,
- 36 and that exclude any form of merit pay except in institu-
- 37 tions of higher education where it has been bargained
- 38 r. Placement and advancement on the salary schedule
- 39 based on qualifications and number of years of experi-
- 40 ence in the profession
- 41 s. Extracurricular and extra-duty assignments filled on
- 42 a voluntary basis and compensated at no less than the
- 43 employee's regular rate of pay
- 44 t. Protection from being required to participate in com-
- 45 munity service
- 46 u. Retirement benefits based on all income derived from
- 47 school employment
- 48 v. Clearly defined bargaining unit membership
- 49 w. A guaranteed safe and healthy working environment,
- 50 including a secured/lockable storage space for personal
- 51 belongings
- 52 x. The school calendar
- 53 y. Protection from unilateral changes in terms or condi-
- 54 tions of employment
- 55 z. Provisions to define class loads, student contact hours,
- 56 and contract hours for instructors who are involved in
- 57 distance education, and to guarantee that technology and
- 58 distance education are used to supplement, not supplant,
- 59 employees
- 60 aa. Insurance against loss of personal items located on
- 61 school property in the event of a natural disaster. (1989,
- 62 2021)
- 63
- 64
- 65

## F-8. Salaries and Other Compensation

The National Education Association believes that salary and other compensation structures for education employees are matters for collective bargaining. The Association also believes that any proposed or legislated salary and other compensation structure should not bypass or undermine the bargaining process or negotiated agreements. The Association further believes that, in nonbargaining jurisdictions, salary schedules should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees.

The Association believes that salary schedules should—

- a. Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage all educators to remain in the educational setting
- b. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service
- c. Assure that initial placement and advancement on the salary schedule are nondiscriminatory
- d. Provide additional compensation for certification from the National Board for Professional Teaching Standards as well as other national certifications that meet rigorous and appropriate qualifying standards
- e. Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation
- f. Assure that salary paid for summer employment, continuing education programs, extended contracts, conducting employee training or workshops, and extra duty is not less than the rate for regular pay
- g. Assure that salaries paid in early childhood, nontraditional, adult, and alternative programs are on par with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups are not paid less than equivalent educational professionals providing similar service to higher socioeconomic groups
- h. Define “salary increase” to mean the exact monetary differential between the existing salary schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits
- i. Provide at a minimum a living wage for education support professionals
- j. Provide compensation sufficient to allow education employees to live comfortably in the communities in which they work.

The Association opposes providing additional compensation to attract and/or retain education employees in hard-to-recruit positions.

The Association also believes that local affiliates can best promote the economic welfare of all education employees, regardless of source of funding, by following the salary standards developed at the state and national levels.

The Association further believes that performance pay schedules, such as merit pay or any other system of compensation based on an evaluation of an education employee's performance, are inappropriate.

The Association believes that its affiliates should seek the repeal of laws limiting maximum salaries and benefits for education employees.

The Association also believes that there should be no limit to the number of years of experience an education employee can transfer.

1 The Association further believes that, if school districts con-  
2 solidate or separate, education employees should not lose their  
3 tenure or have their salary, benefits, or seniority reduced. (1969,  
4 2019)

## 6 **F-9. Additional/Enhanced Compensation Models**

7 The National Education Association believes that the single  
8 salary schedule is the most transparent and equitable system for  
9 compensating education employees. The development of any  
10 additional/enhanced compensation system must include authen-  
11 tic representation and agreement from all stakeholders, espe-  
12 cially those who will be directly affected by the plan. The design  
13 of such a system must be accomplished through the collective  
14 bargaining process; or in nonbargaining jurisdictions should  
15 be incorporated into legislation, employer policy, and/or other  
16 sources that establish the terms and conditions of employment  
17 for education employees using input from all affected stakehold-  
18 ers. In nonbargaining units, the plan should be agreed to by a 75  
19 percent vote of the membership.

20 The Association also believes that the goals of any additional  
21 compensation model should be to—

- 22 a. Increase student learning opportunities
- 23 b. Increase salaries and fairly compensate all education  
24 employees
- 25 c. Contribute to improved professional practice, collabora-  
26 tion, and mentoring
- 27 d. Promote quality staff development and training
- 28 e. Attract and retain high-quality education employees
- 29 f. Increase support for public education.

30 The Association further believes that any additional compen-  
31 sation model should—

- 32 a. Be fully funded without reprioritizing existing resources
- 33 b. Be funded in a sustainable manner
- 34 c. Be based on best practice research
- 35 d. Clearly define how one qualifies for the additional  
36 compensation
- 37 e. Be accessible, on a voluntary basis, to all education  
38 employees
- 39 f. Be maintained with the right to due process
- 40 g. Relate to the school's educational objectives
- 41 h. Provide leadership opportunities for members of all  
42 employee groups
- 43 i. Be open to compensation for the acquisition of additional  
44 knowledge and skills
- 45 j. Be determined at the local level with involvement of  
46 those who will be directly affected.
- 47 k. The Association believes that additional/enhanced compen-  
48 sation models should not diminish the professional  
49 status of those education employees who do not receive  
50 the additional compensation or in any way suggest that  
51 such education employees are not qualified for the posi-  
52 tions that they hold.
- 53 l. The Association also believes that compensation con-  
54 ditioned on student attendance and/or outcomes (such  
55 as test scores) would be inappropriate. Test scores may  
56 provide valuable information to teachers and schools  
57 that can be used to inform curriculum and instructional  
58 decisions.

59 The Association supports regular employee evaluations to  
60 provide information for professional growth, although the highly  
61 subjective nature of evaluations makes them inappropriate for  
62 additional/enhanced compensation decisions. (2001, 2011)

## F-10. School Cancellation Policies and Compensation

The National Education Association believes the compensa-  
tion of education employees should not be impacted by students'  
non-attendance days and/or digital instructional days due to  
unforeseen circumstances which limit an employee's days or  
hours. (2017)

## F-11. Benefits

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

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

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

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

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

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

1 should monitor and enforce fair employment practice laws. The  
2 Association and its affiliates, working with federal, state, and  
3 local officials and agencies, shall work to promote enactment of  
4 and compliance with such laws and seek to include these rights  
5 in contractual agreements.

6 The Association further believes that education employees  
7 should be free to participate in legal and constitutionally pro-  
8 tected activities in private life without fear of workplace reprisal,  
9 discipline, or termination. (1991, 2016)

## 11 **F-18. Continuing Employment and Fair Dismissal** 12 **Practices**

13 The National Education Association believes that security of  
14 position must be provided for all education employees through  
15 appropriate employment policies, including fair dismissal proce-  
16 dures. The laws and master contracts governing said procedures  
17 must afford all education employees, including probationary and  
18 substitute employees, procedural and substantive due process.

19 The Association also believes that state laws must provide for  
20 the continuing employment and/or tenure of state and/or local  
21 education employees and that federal laws must provide similar  
22 protection for education employees in federal schools.

23 The Association further believes that any nonrenewal, revo-  
24 cation, or significant change to the licensure of an education  
25 employee should only follow procedural and substantive due  
26 process and not be impacted by nonrenewal or termination of  
27 specific employment. (1969, 2010)

## 29 **F-19. Reduction in Force**

30 The National Education Association believes that one of its  
31 basic responsibilities is job security and urges its affiliates to sup-  
32 port legislation and/or to negotiate in master contracts criteria to  
33 be utilized should reduction in force (RIF) occur. Criteria should  
34 include seniority, objectivity, nondiscrimination, uniformity of  
35 application, and affirmative action.<sup>11</sup> Should RIF become neces-  
36 sary, the number of administrators, supervisors, and managers  
37 should be reduced at least in proportion to the number of other  
38 education employees being reduced. Contracts should estab-  
39 lish recall procedures in which staff would be recalled in the  
40 reverse order in which they were laid off. Neighboring districts  
41 are encouraged to establish jointly such procedures that on a  
42 regional basis would provide priority hiring of laid-off education  
43 employees.

44 The Association also believes that local affiliates should—

- 45 a. Negotiate reduction in force policies that exclude perfor-  
46 mance evaluation from consideration in the RIF process
- 47 b. Work cooperatively with governing boards and com-  
48 munity leaders to assist in rehiring, relocating, and/or  
49 providing alternative career training for laid-off educa-  
50 tion employees
- 51 c. Condemn the improper use of RIF to eliminate complete  
52 areas from comprehensive educational and pupil person-  
53 nel programs.

54 It must be recognized that the reduction of staff and/or nonre-  
55 placement of retiring and resigning educators are both forms of  
56 reduction in force. (1975, 2014)

## 58 **F-20. Mandated Training/Retraining**

59 The National Education Association believes that when a fed-  
60 eral, state, or district mandate requires an education employee  
61 to meet new standards of employability and/or to be retrained, it

63 <sup>11</sup> See *NEA Handbook* for the Policy Statement on Affirmative Action ad-  
64 opted by the 1997 Representative Assembly, which sets forth the Associa-  
65 tion's full position dealing with this subject.

is the responsibility of the mandating agency to provide release  
time for training, to compensate the employee at the employee's  
hourly rate of pay, and to provide for the cost of tuition, text-  
books, and travel. (1988, 2005)

## 71 **F-21. Protection of Education Employees**

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

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

87 The Association believes that when education employees are  
88 the victims of physical attack, verbal abuse, theft, vandalism, or  
89 harassment due to gender, sexual orientation and gender identity,  
90 or other causes, they should receive the full support of their  
91 employer in pursuing legal and other remedies, as well as receiv-  
92 ing reimbursement for their personal and property loss. Time  
93 lost due to injuries from attacks should not be deducted from  
94 accumulated sick leave or personal leave.

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

99 The Association further believes that education employees  
100 have the right to refuse continued placement of the student in  
101 their school related settings when the safety of other students or  
102 education employees is in question. (1970, 2009)

## 104 **F-22. Personnel Policies and Procedures**

105 The National Education Association believes that personnel  
106 policies and procedures should be written and developed coop-  
107 eratively by local affiliates and their local boards of education or  
108 appropriate governing bodies. The Association also believes in  
109 a cooperative review for improvement of the personnel policies  
110 and procedures. Where it exists, improvements will be made  
111 through the negotiation/problem-solving process. (1969, 2014)

## 113 **F-23. Site-Based Decision Making**

114 The National Education Association supports site-based  
115 decision-making processes that are based on contractual/formal  
116 agreements between districts and local affiliates. The Associa-  
117 tion believes that the scope of local site-based decision making  
118 should be limited only by the contractual/formal agreement. The  
119 Association also believes that such agreements must include the  
120 following elements:

- 121 a. Voluntary participation by local sites
- 122 b. A district-association structure for processing conflict  
123 resolution
- 124 c. An agreement on the scope of decision-making authority  
125 available to sites
- 126 d. Decision-making bodies composed of a majority of  
127 nonmanagement education employees with all members  
128 selected by the constituency represented

1	e.	Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation	
2			
3	f.	Compensation and/or release time for participating staff members. (1990, 1999)	
4			
5			
6			
7	<b>F-24.</b>	<b>Faculty-Staff Governance in Higher Education</b>	
8		The National Education Association believes that faculty and staff in higher education should participate in the governance of their educational institutions. Higher education faculty should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates; reviewing institutional budgets; and making recommendations on financial issues that impact academic programs.	
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16		Where appropriate, faculty and staff should participate in the selection and evaluation process and determine the status of colleagues and administrators, especially appointments, reappointments, and tenure.	
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19			
20		The Association also believes it is the primary responsibility of faculty and staff, where appropriate, to establish procedures relative to promotions, sabbaticals, and research support.	
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22			
23		The Association further believes that collective bargaining provides an additional method of institutional governance. Faculty and staff should determine policies and procedures to govern salary structure, pay increases, benefit programs, calendar, and working conditions. (1994, 2006)	
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29	<b>F-25.</b>	<b>Job Sharing</b>	
30		The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of education employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.	
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36		The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:	
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38			
39		a. Prorated application of the salary schedule with full recognition of years of experience	
40			
41		b. An equitable share of all benefits	
42			
43		c. An agency shop provision	
44			
45		d. The right to revert to full-time status	
46			
47		e. No loss of rights gained through tenure/seniority	
48			
49		f. Equitable credit toward seniority/retirement. (1981, 2006)	
50			
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57	<b>F-26.</b>	<b>Intern Programs</b>	
58		The National Education Association believes that intern programs should be utilized solely for the development of professional expertise and not as a means of reducing budgets and/or supplanting or reducing the number of education employee positions. The Association also believes that interns who are employed by school districts should be included in local bargaining units. (1977, 1999)	
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	<b>F-28.</b>	<b>Education Support Professionals in the Classroom</b>	66
		The National Education Association believes that classroom teachers should be provided with support staff to assist in the educational process. The education support professionals should assist the classroom teacher, not displace the teacher, and should have a written job description that defines their duties and includes meaningful professional development.	67
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	<b>F-29.</b>	<b>Summer School Alternative Calendars, Extended School Day/Year, and Year-Round Schools</b>	78
		The National Education Association believes that local affiliates must participate fully in the design, authorization, implementation, evaluation, and continuation of summer school, alternative calendars, extended school day/year, and year-round school programs. Policies governing these programs must take into consideration the impact on the community and be in accordance with the Association's principles for professional salaries and class size. These programs must be staffed by properly certificated/licensed employees. Employment in these programs must be on a voluntary basis. (1975, 2008)	79
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- 1 of these employees. The Association insists that such criminal  
 2 background checks must provide that—
- 3 a. Information collected will not be released to boards of  
 4 education in a form other than a statement of qualifica-  
 5 tion but be kept by the investigating state or national  
 6 agency
  - 7 b. Every employee or potential employee has a right to due  
 8 process and access to records
  - 9 c. Clear, specific, observable, and objective evidence of  
 10 rehabilitation for past offenses is included
  - 11 d. Any fee for background checks shall not be borne by the  
 12 employee or potential employee. (1977, 2016)

13  
 14 **F-33. Confidentiality of Employee Records**

15 The National Education Association believes that all  
 16 employee records are privileged information and must remain  
 17 confidential. In order to maintain confidentiality, the rights of  
 18 education employees must include—

- 19 a. A guarantee that only one personnel file exists
- 20 b. Access to materials in personnel files, including a list of  
 21 all electronic and hard copy records maintained by an  
 22 educational institution
- 23 c. The authority to inspect, review, and obtain copies of  
 24 such records, explanations and interpretations of such  
 25 records, and a record of past access
- 26 d. Written notification within 10 working days of any  
 27 placement of materials in the employee’s personnel file
- 28 e. An opportunity to respond to and challenge any materi-  
 29 als and purge those that are inaccurate, misleading, and  
 30 distorted
- 31 f. A provision to consent to or deny release of such records,  
 32 including the right to receive copies of released materials.

33 The Association also believes that any ancillary records (as  
 34 required by the Health Insurance Portability and Accountability  
 35 Act or HIPAA), such as medical and legal records, with which  
 36 the educational institution may come in contact, are to be treated  
 37 as privileged information and must also remain confidential.

38 The Association further believes that it is the duty of the  
 39 educational institution to inform employees of these rights and  
 40 to enforce these rights. (1975, 2015)

41  
 42 **F-34. Right to Privacy for Education Employees**

43 The National Education Association believes that education  
 44 employees must be guaranteed the rights of privacy. These rights  
 45 must include—

- 46 a. Freedom from audio or video surveillance without the  
 47 prior written permission of the individual
- 48 b. Freedom from harassment by individuals, organizations,  
 49 or businesses due to unauthorized release or sale of  
 50 employee records
- 51 c. Protection from exploitation via phone and electronic  
 52 media
- 53 d. Computer access in a private and secure setting
- 54 e. Security of computer files, passwords, and user codes  
 55 from inappropriate or unauthorized access
- 56 f. Authority to refuse a polygraph, lie detector, or other  
 57 invasive method of evidence collection.

58 The Association also believes that fingerprinting is acceptable  
 59 only for the purpose of a pre-employment or pre-licensure check  
 60 for criminal records that are pertinent to education employment.  
 61 The Association opposes fingerprinting as a condition of contin-  
 62 ued employment or licensure. The Association further believes  
 63 that all costs of fingerprinting must be borne by the employer or  
 64 licensing agency. (1999, 2016)

65

**F-35. Privileged Communications**

The National Education Association believes that commu-  
 nications between all education employees and students must  
 be legally privileged with the exception of items covered under  
 HIPAA laws and/or state reporting laws. The Association also  
 believes that communication between administrators and other  
 education employees must be kept private without the consent of  
 the affected employee. The Association urges its affiliates to aid  
 in seeking legislation that provides this privilege and protects  
 both education employees and students. (1974, 2015)

**F-36. Protection of Education Employee Advocates**

The National Education Association believes that education  
 employees have the right to organize and to serve as advocates  
 for education employees, students, and parents/guardians. The  
 Association also believes that every member has the right and  
 obligation to participate in the Association without fear, intimi-  
 dation, or retribution.

The Association further believes that governing boards,  
 administrators, and public officials must respect education  
 employees and their right to exercise constitutional guarantees  
 and condemn those who attempt to fire, demote, transfer, or give  
 punitive assignments to education employees for their leadership  
 in education employee organizations or for questioning apparent  
 violations of their terms of employment.

The Association believes that school board policies should  
 allow the provision of release time without loss of pay for those  
 who are fulfilling leadership responsibilities, attending meet-  
 ings, appearing in court in their roles as advocates, or participat-  
 ing in other Association activities. The Association also believes  
 affiliates should be allowed uncensored and unencumbered use  
 of school property for conducting Association business. (1976,  
 2015)

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

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

Workplace bullying can include, but is not limited to—

- a. Systematic aggressive communication
- b. Manipulation of work assignments
- c. Repeated, health-harming mistreatment
- d. Verbal abuse
- e. Conduct which is threatening, humiliating, degrading,  
 intimidating, or sabotaging
- f. Abuse via social media and/or the internet
- g. Retaliation. (2011, 2022)

**F-38. Protection of Education and Other Public Employees from Age Harassment**

The National Education Association believes that educa-  
 tion employees should be protected from age harassment. The  
 Association encourages its affiliates to work with local school  
 districts and institutions of higher education to—

- a. Establish strong policies that empower education  
 employees to make their own decisions regarding con-  
 tinued employment and retirement
- b. Develop and maintain educational programs to help  
 individuals recognize, understand, prevent, and combat  
 age harassment

1	c.	Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of age harassment, resolves complaints promptly, and protects the rights of all parties. (1989, 2017)	66
2			67
3			68
4			69
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6	<b>F-39.</b>	<b>Protection of Education and Other Public Employees from Disability Harassment</b>	71
7			72
8		The National Education Association believes that education employees should be protected from all forms of harassment due to a visible or invisible disability. The Association encourages its affiliates to work with school districts and institutions of higher education to—	73
9			74
10	a.	Establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act (ADA) and provide all necessary accommodation for full participation in all employment responsibilities	75
11	b.	Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat disability harassment	76
12	c.	Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of disability harassment, resolves complaints promptly, and protects the rights of all parties	77
13	d.	Provide information regarding services available to protect individuals whose employers are not in compliance with ADA. (2005, 2017)	78
14			79
15			80
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28	<b>F-40.</b>	<b>Protection of Education and Other Public Employees from Gender Identity, Gender Expression, and Sexual Orientation Harassment</b>	93
29			94
30		The National Education Association believes that education and other public employees, including transgender and transitioning individuals, should be protected from all forms of harassment on the basis of gender identity, gender expression, or sexual orientation.	95
31			96
32		The Association encourages its affiliates to work with school districts and higher education institutions to:	97
33	a.	Establish procedures and educational programs to address and prevent such harassment.	98
34	b.	Develop, maintain, and publicize a grievance procedure that encourages the reporting of incidents of such harassment, resolves complaints promptly, and protects the rights of all parties. (2021)	99
35			100
36			101
37			102
38			103
39			104
40			105
41			106
42			107
43			108
44			109
45	<b>F-41.</b>	<b>Employee Rights Pending Court Action</b>	110
46			111
47		The National Education Association believes that when criminal charges or civil lawsuits are filed against an education employee, the right of due process must be guaranteed. If an employee is removed from student contact or suspended from a position due to pending court action, all employment rights of the employee shall remain in force, including full compensation and job security. Contract provisions should provide procedures to be followed until final disposition of the case. (1984, 1999)	112
48			113
49			114
50			115
51			116
52			117
53			118
54			119
55	<b>F-42.</b>	<b>Allegations Against Education Employees</b>	120
56			121
57		The National Education Association believes education employees should be protected from allegations of child abuse made in bad faith.	122
58			123
59		Any such allegation should be investigated and resolved immediately without name disclosure.	124
60			125
61		Counseling from an outside community agency should be provided for any accused education employee without presumption of guilt. Employees found innocent should have access to additional counseling.	126
62			127
63			128
64			129
65			130

1	<b>F-49. Color Vision Deficient Employees</b>		
2	The National Education Association believes that the needs		
3	of all employees, including color vision deficient employees,		
4	must be met. All educational materials that use color coding for		
5	referencing information should be accompanied by alternative		
6	methods of identifying these items of information such as num-		
7	bering or labeling the names of each color. (2004, 2022)		
8			
9	<b>F-50. Stress Management, Self-Care, and Wellness</b>		
10	<b>Programs</b>		
11	The National Education Association believes that adverse and		
12	stressful classroom and school conditions have led to increased		
13	emotional and physical disabilities among education employees.		
14	The Association supports stress management, self-care, and		
15	wellness programs that facilitate the recognition, prevention, and		
16	treatment of stress-related problems, risk of suicide, and promote		
17	physical fitness. Such programs should be evidence-based, and		
18	ensure confidentiality and treatment without personal jeopardy.		
19	The Association urges that the harmful effects of stress on		
20	education employees be recognized and demands procedures		
21	that will ensure confidentiality and treatment without personal		
22	jeopardy.		
23	The Association also supports employee assistance programs		
24	(EAPs) as a voluntary resource that would assist education		
25	employees who are experiencing significant professional or		
26	personal problems by providing confidential, professional coun-		
27	seling leading to improved health and job effectiveness. (1979,		
28	2022)		
29			
30	<b>F-51. Trauma-Informed Care for Educators</b>		
31	The National Education Association believes that every edu-		
32	cator should have access to trauma-informed care through their		
33	work/professional environment.		
34	The Association also believes that trauma-informed care		
35	should acknowledge—		
36	a. The presence of trauma		
37	b. The different types of trauma including school, personal,		
38	and community events		
39	c. The effects of trauma as it affects the educator		
40	d. That trauma-informed care needs to be individualized.		
41	(2023)		
42			
43	<b>F-52. Workplace Accommodations for Lactating</b>		
44	<b>Employees</b>		
45	The National Education Association believes that all		
46	workplaces must provide lactating employees with safe, clean,		
47	comfortable, appropriate, and private facilities to express		
48	breast milk. The Association also believes that employers must		
49	work with such employees to provide reasonable accommoda-		
50	tions within their workday to express breast milk, and that no		
51	employee should face discrimination or retaliation for requesting		
52	such accommodations. (2021, 2023)		
53			
54	<b>F-53. Medication and Medical Services in Schools</b>		
55	The National Education Association believes that procedures		
56	should be established for students who must use prescribed		
57	medication or who need other medical services during school		
58	hours. The Association also believes that education employees		
59	must be notified of students with life threatening illnesses/con-		
60	ditions. Education employees must be trained to recognize the		
61	signs and symptoms of imminent life-threatening conditions.		
62	The Association further believes established procedures should		
63	provide that—		
64			
65			
		a. Only licensed medical personnel, properly trained by the	66
		district, are required to administer such medication or	67
		perform such medical services	68
		b. A physician’s written verification of the student’s need	69
		for medication or services is required	70
		c. A parent or guardian must provide written permission	71
		for the administration of non-emergency medication or	72
		medical services	73
		d. The initial dosage of medication is not given in the	74
		school except in life-threatening situations; initial dos-	75
		age is the first dosage administered from the prescription	76
		e. Each medication given is recorded on a medication log	77
		that includes date, time, and signature of the person giv-	78
		ing the medication	79
		f. Medication is delivered in and dispensed from a con-	80
		tainer properly labeled with the name and strength of	81
		medication, name of patient, name of physician, date of	82
		the original prescription, and directions for use	83
		g. Proper storage for the medication is available	84
		h. A plan is in place to address medical concerns when	85
		licensed medical personnel are unavailable.	86
		The Association believes that education employees who are	87
		not licensed medical personnel should be protected from all	88
		liability if they are required to administer medication or perform	89
		medical services. The Association also believes that such edu-	90
		cation employees should have the right to refuse to administer	91
		medication or perform medical services without fear of reper-	92
		cusson. (1977, 2018)	93
			94
			95
		<b>F-54. School Nurses</b>	
		The National Education Association urges its affiliates to	96
		enroll school nurses in active membership and to seek legisla-	97
		tion that provides licensure/certification, inclusion in collective	98
		bargaining agreements, and achievement of an appropriate	99
		school nurse-to-student ratio. Each site must have at least one	100
		school nurse to every 750 students, with appropriate adjustments	101
		to safely accommodate students with special health needs and	102
		chronic illnesses.	103
		The Association believes that professional development pro-	104
		grams should be available to all licensed/certified school nurses	105
		to augment their skills in delivering health care services and in	106
		dealing with students with disabilities. (1980, 2006)	107
			108
		<b>F-55. Education Employee Liability</b>	109
		The National Education Association believes that educational	110
		institutions should—	111
		a. Hold harmless and provide legal liability protection for	112
		education employees when following district directives	113
		and adhering to procedures regarding student interac-	114
		tions, interventions, violent situations, emergencies, or	115
		when their duties include physical assistance to students	116
		b. Pay all costs—including attorneys’ fees, expenses, and	117
		damages—incurred by employees and other agents in	118
		defending any civil action arising out of acts or omis-	119
		sions occurring during the performance of their duties	120
		c. Reimburse employees and other agents for all costs	121
		incurred in defending any criminal action arising out of	122
		acts or omissions occurring during the performance of	123
		their duties, provided that said action terminates in favor	124
		of the accused.	125
		The Association recommends that educational institutions	126
		attempt to secure appropriate insurance to provide the aforesaid	127
		payment and reimbursement. (1976, 2019)	128
			129
			130



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

1	<b>F-62. Education Employees and Active Duty Service</b>	
2	The National Education Association believes that an education	the amount contributed by employers. The employer may
3	employee whose career is interrupted by a call to active	pay part or all of the employee contribution.
4	duty service by the National Guard or the reserves should be	d. Credit for all wages and salary must be included in all
5	guaranteed reemployment and all benefits that would accrue if	retirement benefit calculations. (1969, 2018)
6	the employee had continued in a position with the school system.	
7	The Association also believes that the federal government,	
8	upon calling an educator to active duty, should supplement	
9	employee compensation so families do not experience a loss of	
10	revenue or benefits. (1975, 2005)	
11		
12	<b>F-63. Employment in Federal Schools</b>	
13	The National Education Association believes that the federal	
14	schools should adopt employment practices consistent with fed-	
15	eral legislation and with the Association's established policies.	
16	The Association also believes that equal rights, benefits, and	
17	entitlements should be accorded to all education employees who	
18	are employed in federal schools.	
19	The Association urges governing bodies of federal schools to	
20	develop policies that ensure a minimum of 120 days notification	
21	of military installation and federal school closures. The Asso-	
22	ciation also urges that personnel affected by these closures be	
23	provided support by the employer during this transition period.	
24	(1971, 1999)	
25		
26	<b>F-64. Education in Correctional and Rehabilitation</b>	
27	<b>Agencies</b>	
28	The National Education Association believes that legislative	
29	and professional support should be given to members who teach	
30	in federal, state, and local correctional and rehabilitation institu-	
31	tions, hospitals, and other custodial agencies. The Association	
32	supports improving the standards of instruction in these institu-	
33	tions, which includes providing appropriately certified education	
34	professionals to carry out plans for students with individualized	
35	education programs (IEPs) or 504 plans.	
36	The Association also believes that the rights of individuals	
37	who are protected under the provisions of the Individuals with	
38	Disabilities Education Act and Americans with Disabilities Act	
39	must be preserved. (1973, 2007)	
40		
41	<b>RETIREMENT/SOCIAL SECURITY</b>	
42		
43	<b>F-65. Defined Benefit Retirement Plans</b>	
44	The National Education Association believes that retirement	
45	security for education employees can be assured only by partici-	
46	ipation in a defined benefit retirement plan from a state or local	
47	retirement system. Such plans must be funded in a manner that	
48	guarantees their adequate long-term stability.	
49	The Association also believes that defined contribution plans	
50	are appropriate only when they supplement defined benefit	
51	retirement plans. (1969, 2018)	
52		
53	<b>F-66. Funding of Retirement Plans</b>	
54	The National Education Association believes that pension	
55	funding should include the following principles:	
56	a. When actuarial liabilities exceed actuarial assets, the	
57	state and/or employer must make the necessary addi-	
58	tional contributions to amortize the unfunded liability in	
59	no more than 30 years.	
60	b. When actuarial assets exceed actuarial liabilities, the	
61	state and/or employer should not reduce the rate of con-	
62	tributions below the normal cost of the plan.	
63	c. Employee contributions, if any, should be made on a pre-	
64	tax basis and be a percentage of total salary not to exceed	
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- 1 in the Peace Corps, Volunteers in Service to America
- 2 (VISTA), or military service
- 3 h. Provisions permitting the purchase of service credit for
- 4 sabbatical leaves, maternity/paternity/adoption leaves,
- 5 and all leave provided by the Family Medical Leave Act
- 6 (FMLA) where credit is not automatically given, and
- 7 any other approved leaves of absence; members affected
- 8 by any forced leave provisions or separation of service
- 9 provisions that are unlawful under current law should be
- 10 permitted to purchase service credit for those periods of
- 11 leave or separations at any time prior to retirement at the
- 12 lowest plan rate
- 13 i. Provisions for, upon termination of employment, the
- 14 portability to other qualified pension plans for the full
- 15 actuarial value of retirement credits earned
- 16 j. Disability retirement for a service-connected disability
- 17 available to education employees from the first day of
- 18 employment; non-service connected disability retire-
- 19 ment shall be available for fully vested members; the
- 20 benefit formula for disability retirement should yield
- 21 benefits comparable to normal retirement benefits
- 22 k. Provisions for any tax-sheltered annuity and deferred
- 23 compensation plans that have actuarial tables that do
- 24 not discriminate on the basis of race, gender, or national
- 25 origin
- 26 l. Provisions for health benefits for retirees, their spouses,
- 27 domestic partners, and dependents that include a fully-
- 28 paid comprehensive health insurance plan regardless
- 29 of Medicare eligibility; these benefits should be at least
- 30 equal to those offered to full-time employees; those
- 31 eligible for Medicare should be covered by a fully-paid
- 32 comprehensive Medicare supplement insurance benefit
- 33 that along with Medicare equals the benefits provided to
- 34 full-time employees. (1969, 2021)

35  
36 **F-69. Investment of Retirement System Assets and**  
37 **Protection of Earned Benefits**

38 The National Education Association believes that retirement  
39 system assets can be invested in any type of investment that  
40 plays an appropriate role in achieving risk and return objectives  
41 reasonably suited to the retirement program. In the investment  
42 and management of retirement systems assets, and in a manner  
43 consistent with their fiduciary responsibilities and all applicable  
44 federal, state, and local statutes, trustees should, among other  
45 circumstances, consider—

- 46 a. General economic conditions
- 47 b. The possible effect of inflation or deflation
- 48 c. The role that each investment or course of action plays
- 49 within the overall portfolio of the retirement program
- 50 d. The expected total return from income and appreciation
- 51 of capital
- 52 e. Needs for liquidity, regularity of income, and preserva-
- 53 tion or appreciation of capital
- 54 f. The adequacy of funding for defined benefit plans based
- 55 on reasonable actuarial factors
- 56 g. Protection of the long-term employment interests and
- 57 opportunities of participants in the plan
- 58 h. Encouraging investments in corporations whose policies
- 59 or expenditures of funds do not undermine child welfare
- 60 and/or public education, when those investments provide
- 61 equivalent benefits to retirement system members.

62 The Association also believes that the assets of retirement  
63 systems in which public education employees participate should  
64 be managed and invested for the sole and exclusive benefit of  
65 the participants and beneficiaries of those systems. Expenditures

66 from a system trust fund should only be made for the benefit of 66  
67 trust beneficiaries and for the reasonable expenses of adminis- 67  
68 tering the system. All retirement benefits earned by education 68  
69 employees should, under the law, be payable to such employees. 69  
70 Existing retirement benefits should be maintained or improved. 70  
71 No person participating in a retirement system should be required 71  
72 to accept any reduction in benefits below those in force at any 72  
73 time during the period of membership. The retirement benefits 73  
74 are earned, and therefore, inviolate. 74

75 The Association is aware of incursions on retirement system 75  
76 assets by state and municipal governments. Such incursions 76  
77 include misuse of assets, manipulation of pension assumptions, 77  
78 arbitrary and deleterious investment restrictions, failure to 78  
79 appropriate required funds to the system, and failure to place 79  
80 employee contributions in trust. These practices reduce the 80  
81 financial soundness of the system and jeopardize the security 81  
82 of education employee retirement benefits. Retirement systems 82  
83 can best be protected by the passage of state constitutional 83  
84 protections against any diminution of plan assets that is not in 84  
85 the sole interest of plan participants and beneficiaries or, absent 85  
86 such constitutional safeguards, by at least the passage of federal 86  
87 and/or state legislation that provides for protections against any 87  
88 diminution of plan assets that is not in the sole interest of plan 88  
89 participants and beneficiaries. 89

90 The Association further believes that a retirement system 90  
91 should be exempt from federal regulations when its plan is in 91  
92 compliance with standards prescribed by federal, state, and local 92  
93 statutes. (1976, 2018) 93  
94

95 **F-70. Diversity in Asset Managers**

96 The National Education Association believes that asset man- 96  
97 agers should reflect the diversity of the membership whose assets 97  
98 they service. (2021) 98  
99

100 **F-71. Predatory Financial Instruments**

101 The National Education Association believes that all educa- 101  
102 tors have the right to the full financial benefits they are due. The 102  
103 Association opposes all predatory financial instruments that 103  
104 negatively impact the level of those benefits to their rightful 104  
105 possessors or their beneficiaries, and should work to ensure that 105  
106 its members are aware of companies or industries that use such 106  
107 practices. (2019) 107  
108

109 **F-72. Boards of Trustees**

110 The National Education Association believes that boards of 110  
111 trustees charged with the authority to invest and manage the 111  
112 assets of public employee retirement systems should adopt a 112  
113 statement of investment objectives and policies for each retire- 113  
114 ment program that include— 114

- 115 a. The desired rate of return on assets overall 115
- 116 b. The desired rate of return and acceptable levels of risk 116
- 117 for each asset class 117
- 118 c. Asset allocation goals 118
- 119 d. Guidelines for the delegation of authority 119
- 120 e. Information on the types of reports to be used to evaluate 120
- 121 performance. 121

122 The Association also believes that the boards of trustees 122  
123 of education employee retirement systems should make every 123  
124 effort, consistent with their fiduciary obligations, to participate 124  
125 in the decision-making process of corporations in which the 125  
126 systems hold stock by casting stockholder votes that benefit the 126  
127 interests of the participants and beneficiaries of the retirement 127  
128 systems and those of the united education profession and by 128  
129 electing members or representatives who support public educa- 129  
130 tion to corporate boards. The Association further believes that 130

1 the boards of trustees of public employee retirement systems  
2 should coordinate their voting in companies in which they have  
3 a mutual interest.

4 The Association believes that boards of trustees should—

- 5 a. Consist of Active and Retired members who are all  
6 elected by and from their plan's respective memberships;  
7 the total number of active and retired member trustees  
8 should constitute a majority of the board. Additionally,  
9 the Association believes that the composition of pension  
10 boards should reflect the diversity of the members they  
11 serve
- 12 b. Administer the plan with the highest level of fiscal integ-  
13 rity for the exclusive benefit of the beneficiaries of the  
14 system
- 15 c. Have the duty and authority to oversee the administra-  
16 tion of both benefits and investments
- 17 d. Subject to their fiduciary responsibilities, have all the  
18 powers necessary to ensure their independence from the  
19 plan sponsor, including the power to obtain by employ-  
20 ment or contract the services necessary to exercise the  
21 trustees' powers and perform the trustees' duties, includ-  
22 ing actuarial, auditing, custodial, investment, and legal  
23 services
- 24 e. Undertake periodic independent actuarial reviews and  
25 audits
- 26 f. Distribute an annual financial statement to all members
- 27 g. Ensure that counseling, education, and services are  
28 available to all active and retired members
- 29 h. Recognize that they should identify and participate in  
30 appropriate educational programs and initiatives in  
31 order to acquire and maintain skills and expertise; these  
32 educational programs should be internally funded and  
33 managed exclusively by the board of trustees
- 34 i. Protect the systems' stability by opposing any actions  
35 that impair or jeopardize the guaranteed rights of plan  
36 participants' benefits. (1976, 2021)

### 37 **F-73. Social Security**

38 The National Education Association believes that Social  
39 Security is a social contract between the U.S. government and  
40 its citizens that must never be breached. The Association also  
41 believes that Social Security benefits should be guaranteed for  
42 all participants regardless of age, gender, or marital status. To  
43 better ensure retirement security, Social Security benefits should  
44 not be integrated with other retirement benefits.

45 The Association further believes that Social Security is a crit-  
46 ical social insurance program and therefore initiatives should be  
47 undertaken that ensure its long-term solvency. These measures  
48 should guarantee at least the current level of promised benefits  
49 that provide inflation-adjusted retirement benefits for retirees,  
50 family survivors of deceased workers, and disabled workers and  
51 their families.

52 The Association opposes—

- 53 a. Any proposal to privatize Social Security
- 54 b. Provisions and regulations that deprive public employees  
55 of Social Security benefits
- 56 c. Mandatory coverage of public employees under Social  
57 Security for employee groups that have declined coverage
- 58 d. The present practice of taking back earned benefits  
59 from Social Security permitted through the Government  
60 Pension Offset (GPO)/Windfall Elimination Provision  
61 (WEP) even if benefits are already being paid.

62 The Association supports the availability of voluntary Social  
63 Security coverage to eligible school employee groups, where  
64

65 initiated by those groups, in states and localities in which public  
66 employees are not covered by Social Security. (1977, 2015)

### 67 **F-74. Medicare**

68 The National Education Association believes that Medicare is  
69 a contract between the United States government and its citizens  
70 and that this commitment must not be breached.

71 The Association also believes that benefits to recipients and  
72 payments to medical providers should be equitable and fair  
73 throughout the nation.

74 The Association further believes that initiatives should be  
75 undertaken to ensure the long-term solvency of the Medicare  
76 system and to guarantee a level of health benefits that provides  
77 and ensures high quality, affordable, and comprehensive health  
78 care for all Medicare-eligible individuals. (1999, 2009)

## 79 **G. SECURE PROFESSIONAL AUTONOMY**

### 80 **PROFESSIONAL STANDARDS, 81 CERTIFICATION, LICENSURE**

#### 82 **G-1. State Professional Standards Boards**

83 The National Education Association believes that the profes-  
84 sion must govern itself. The Association also believes that each  
85 state should have a professional standards board, composed of a  
86 majority of practicing public school teachers. The Association  
87 further believes that professional standards boards at all levels  
88 should include a broad representation of groups that are licensed  
89 and should reflect the diversity of their constituencies.

90 Professional standards boards should have exclusive author-  
91 ity to license and to determine criteria for how a national cer-  
92 tificate will be recognized for professional educators. Further,  
93 these boards should have the exclusive authority to establish the  
94 standards regarding licensure, including procedures for suspen-  
95 sion and revocation. The Association opposes legislation that  
96 compromises the authority of state standards boards and urges  
97 the elimination of state statutes that conflict with this authority.  
98 The Association further believes that these boards must apply  
99 Council for the Accreditation of Educator Preparation (CAEP)  
100 standards as a minimum for granting, denying, or withdrawing  
101 the approval of teacher preparation programs. (1969, 2022)

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

103 The National Education Association supports voluntary  
104 national certification by which the profession grants recogni-  
105 tion to an individual who has met qualifications specified by  
106 the profession. The Association recognizes that this function is  
107 filled by the National Board for Professional Teaching Standards  
108 (NBPTS), which is composed of a majority of practicing public  
109 school teachers.

110 The NBPTS establishes appropriate assessment procedures  
111 by which individuals demonstrate exemplary practice in peda-  
112 gogy and in subject matter areas, issues certificates to all individ-  
113 uals who meet NBPTS-established standards, maintains a roster  
114 of those who have been certificated, and encourages reciprocity  
115 with state professional standards boards.

116 The Association also supports the periodic evaluation of  
117 such certification procedures to ascertain whether cultural, eco-  
118 nomic, gender, racial, age, or other biases are perpetuated by the  
119 requirements for certification. (1987, 2017)

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

1	The Association also believes that educators should have	66
2	the opportunity to actively participate in the American political	67
3	process. The Association supports districts allowing leaves of	68
4	absence to both campaign full-time and serve in public office.	69
5	(1969, 2017)	70
6		
7	<b>H-3. The Right To Vote</b>	71
8	The National Education Association believes that the prin-	72
9	ciple of one-person—one-vote must apply at all levels of govern-	73
10	ment, including the election of the President of the United States.	74
11	The Association recognizes the right to vote as a constitu-	75
12	tional right guaranteed to all eligible citizens. The Association	76
13	supports the continued maintenance of the provisions of the Vot-	77
14	ing Rights Act of 1965 and the nonpartisan drawing of district	78
15	lines to ensure fair and competitive elections.	79
16	The Association also supports voting and absentee provisions	80
17	that are accessible, simplified, accurate, reliable, and verifiable	81
18	for all elections; election administrations that provide for open,	82
19	fair, secure, and publicly verifiable ballot counting; and the rec-	83
20	ognition of Election Day as a national holiday.	84
21	The Association opposes all actions that encourage or result	85
22	in voter disenfranchisement. The Association supports rein-	86
23	statement of voting rights following release from prison and/or	87
24	completion of probation.	88
25	The Association supports voter education programs and	89
26	uniform registration requirements, including automatic voter,	90
27	online, and same-day registration, without restrictive residency	91
28	provisions or restrictive identification requirements. (1971, 2021)	92
29		
30	<b>H-4. The Role of the Press in a Democracy</b>	93
31	The National Education Association believes that a strong	94
32	and independent press is vital for a fully functioning democracy.	95
33	Limits on access to information, threats to individual journalists	96
34	or news outlets, and coercion by elected officials or businesses	97
35	cannot be tolerated. The Association also believes that misinfor-	98
36	mation and disinformation pose as great a threat to democracy	99
37	as the lack of a free press. The Association further believes that	100
38	open information laws must be vigorously enforced and that	101
39	First Amendment rights of the press must be zealously protected.	102
40	(2017, 2022)	103
41		104
42	<b>H-5. Participation in Professional Associations</b>	105
43	The National Education Association believes that education	106
44	employees have the right and responsibility to fully participate in	107
45	professional associations. District policy must equitably provide	108
46	release time without loss of pay or harassment. (1986, 2015)	109
47		110
48	<b>H-6. Member Involvement in Community</b>	111
49	<b>Organizations</b>	112
50	The National Education Association encourages its members	113
51	to become involved in community organizations and to influence	114
52	those organizations to address issues of common concern to their	115
53	local, state, and national education associations. (1992, 2015)	116
54		117
55	<b>H-7. The Right To Know</b>	118
56	The National Education Association believes that open	119
57	meeting and public disclosure laws are essential to permit the	120
58	monitoring of governmental actions. Government recordings	121
59	and documents must be available in a timely manner and at a	122
60	reasonable cost to all citizens equally. (1972, 2017)	123
61		124
62	<b>H-8. Economic Fairness in a Democracy</b>	125
63	The National Education Association believes that basic eco-	126
64	nomical fairness is vital for a fully functioning democracy. The	127
65	Association also believes that measures such as progressive	128
	taxation, estate taxes, a higher minimum wage, affordable higher	129
	education, and a strong social safety net are appropriate tools to	130
	reduce extreme income inequality and improve economic fair-	
	ness. (2016)	
	<b>H-9. National Health Care Policy</b>	
	The National Education Association believes that affordable,	
	comprehensive health care, including prescription drug cover-	
	age, is a human right.	
	The Association supports the adoption of a single-payer	
	health care plan in the United States, its territories, and the Com-	
	monwealth of Puerto Rico. Until a single-payer health care plan	
	is adopted, Congress should make no cuts in Medicare/Medicaid	
	funding or benefit levels. (1978, 2023)	
	<b>H-10. Statehood for the District of Columbia</b>	
	The National Education Association affirms that all citizens	
	of the United States should enjoy the full benefits of citizenship.	
	Accordingly, the Association supports efforts to achieve state-	
	hood for the District of Columbia.	
	The Association believes that the concept of fiscal autonomy	
	is consistent with this position and that the federal payment to	
	the District of Columbia should be based on an established for-	
	mula. (1969, 1997)	
	<b>CITIZENSHIP RESPONSIBILITIES</b>	
	<b>H-11. Environmental Responsibility</b>	
	The National Education Association believes that businesses,	
	governmental agencies, and organizations should be responsible	
	for composting practices and for designing, producing, and using	
	products that are reusable, recyclable, biodegradable, or dispos-	
	able without contaminating the environment.	
	The Association encourages its affiliates and members to	
	include these criteria in selection of products for use and to work	
	with school systems and educational institutions in developing	
	purchasing policies using these criteria.	
	The Association also believes that business, governmental	
	agencies, and organizations should dispose of waste in a manner	
	that will have the least possible impact on the environment.	
	The Association further believes that it is the collective duty	
	of the organization and its members to be leaders in practicing	
	environmental responsibility. (1990, 2023)	
	<b>H-12. Energy Programs</b>	
	The National Education Association believes that a national	
	energy policy should reflect the efficient use of energy from all	
	sources, provide research to develop new sources of energy,	
	stress rapid development of renewable energy sources, and pro-	
	mote conservation.	
	The Association supports ensuring the energy-efficient oper-	
	ation of public schools and encourages the use of new energy	
	sources and energy-efficient design in school renovation and	
	construction. The Association also supports efforts that develop	
	energy conservation awareness and school building energy	
	audit programs. The Association further supports programs that	
	investigate energy efficiency recommendations and research.	
	(1977, 2017)	
	<b>H-13. Historic Preservation</b>	
	The National Education Association encourages the pres-	
	ervation of historically significant lands and structures for the	
	purposes of preserving our nation’s heritage and maintaining	
	important historic resources for future generations.	

1 While the Association believes in historic preservation, the  
2 Association believes monuments that celebrate the Confederacy  
3 and other forms of white supremacy should be removed. (1990,  
4 2021)

## 5 6 7 **I. PROMOTE AND PROTECT HUMAN 8 AND CIVIL RIGHTS**

### 9 10 **INTERNATIONAL RIGHTS**

#### 11 12 **I-1. Peace and International Relations**

13 The National Education Association recognizes the interde-  
14 pendence of all people. The Association believes in the ideals of  
15 peace, freedom, and human dignity based upon respect for the  
16 individual and cultural diversity.

17 The Association supports the U.S. Institute of Peace, which  
18 provides publications, information, programs, training, and  
19 research data in developing peacemaking and conflict resolution  
20 skills.

21 The Association urges all nations to develop treaties and dis-  
22 armament agreements that reduce the possibility of war, provide  
23 for the peaceful resolution of conflicts, and guarantee the rights  
24 of nations to exist within safe and secure borders, free from the  
25 threat of pre-emptive attacks. The Association also believes that  
26 such treaties and agreements should prevent the placement of  
27 weapons in outer space.

28 The Association supports the principles stated in the United  
29 Nations (UN) Charter and believes that the UN furthers world  
30 peace and promotes the rights of all people by preventing war,  
31 racism, and genocide. The Association further believes that  
32 Education International contributes to peace and international  
33 relations by promoting dialogue among the world's education  
34 employees. (1973, 2014)

#### 35 36 **I-2. International Court of Justice**

37 The National Education Association believes that all people,  
38 including lawmakers themselves, are subject to the rule of law  
39 and recognizes that the International Court of Justice is one  
40 instrument to resolve international disputes peacefully.

41 The Association urges participation by the United States in  
42 deliberations before the court. (1986, 2016)

#### 43 44 **I-3. International Criminal Court**

45 The National Education Association believes that the Interna-  
46 tional Criminal Court is critically important as an instrument to  
47 help end the impunity of human rights violators, provide for the  
48 rule of law, and hold accountable those who commit the gravest  
49 human rights crimes, including genocide, crimes against human-  
50 ity, and war crimes.

51 The Association also believes that all countries, including  
52 the United States, should be State Parties to the International  
53 Criminal Court. (2005, 2022)

#### 54 55 **I-4. Covert Operations and Counterintelligence 56 Activities**

57 The National Education Association believes that U.S. covert  
58 operations and counterintelligence activities should be compat-  
59 ible with the basic principles of our democratic society.

60 The Association also believes that all such activities should  
61 be conducted under the jurisdiction of all three branches of the  
62 federal government and that individuals/agencies must be held  
63 accountable when they work outside of the specific directives  
64 issued for a given operation. (1989, 2014)

#### 65 66 **I-5. Nuclear Freeze/Cessation**

67 The National Education Association believes that nuclear war  
68 is not survivable. The proliferation of weapons technology and  
69 the sale and distribution of conventional and nuclear weapons  
70 increase the possibility of nuclear war.

71 The Association also believes the United States and all other  
72 nations should adopt a verifiable freeze on the testing, develop-  
73 ment, production, upgrading, emplacement, sale, distribution,  
74 and deployment of nuclear weapons, materials, and all systems  
75 designed to deliver nuclear weapons. The Association supports  
76 the development of treaties for the cessation of all nuclear  
77 weapons testing, providing they contain adequate verification  
78 and enforcement provisions. The Association also supports the  
79 development of treaties to eliminate the world's nuclear weapons  
80 arsenals. (1982, 2000)

#### 81 82 **I-6. Nuclear Facilities, Radioactive/Chemical 83 Pollutants, and Waste Incineration**

84 The National Education Association believes that strict moni-  
85 toring of nuclear facilities and radioactive/chemical pollutants  
86 and waste incineration should be required. The Association  
87 urges the development and implementation of new technologies  
88 for the safe transport and recycling of all wastes.

89 The Association supports programs that would educate the  
90 public to the dangers and benefits of nuclear power, recycling of  
91 nuclear wastes, problems of nuclear waste disposal, and health  
92 risks associated with waste incineration.

93 The Association also believes that the people of a state should  
94 make the final determination as to whether or not toxic and/or  
95 nuclear waste processing sites or the transportation of nuclear  
96 waste shall be within their state boundaries. Contiguous states  
97 directly affected environmentally by processing sites should be  
98 included in the final determination. Strict guidelines concerning  
99 the construction and operation of waste incinerators should be  
100 required. The Association further believes that such facilities  
101 should not be constructed within a 10-mile radius of any school  
102 facility.

103 The Association believes that education employees must be  
104 involved in the development and dissemination of emergency  
105 plans in the case of accidents that could result in environmental  
106 and/or health hazards. (1989, 2009)

#### 107 108 **I-7. Global Environmental Restoration**

109 The National Education Association believes that when pol-  
110 lution occurs the responsible entities must be accountable for an  
111 expeditious, complete cleanup and restoration of the environment  
112 and ecosystems. In addition, the Association supports interna-  
113 tional efforts to reduce the levels of toxic metals, chemicals, and  
114 plastics in the food chain. (1990, 2019)

#### 115 116 **I-8. World Hunger**

117 The National Education Association believes that worldwide  
118 attention needs to be focused on food security. The Association  
119 supports continued relief to those in need as well as education  
120 concerning world hunger and its effects so that they may develop  
121 the capacity and the commitment to resolve these problems.  
122 (1975, 2016)

#### 123 124 **I-9. Sustainability**

125 The National Education Association believes that sustain-  
126 ability requires assessing entire systems and recognizing how  
127 they must operate in order to preserve the natural systems that  
128 support our life on earth.

1 The Association also believes that sustainability is related to  
2 the quality of life in a community and whether the economic,  
3 social, and environmental systems that make up a community  
4 are providing a healthy, productive, and meaningful life for all  
5 community residents, present and future.

6 The Association further believes that establishing, track-  
7 ing, and managing sustainability goals will ensure continuous  
8 progress toward sustainability, and that sustainable practices are  
9 cost-effective, provide a workforce that understands sustainabil-  
10 ity, build stronger communities, support local economies, pro-  
11 tect student and staff health, support academic success, prepare  
12 today’s students to be wise leaders tomorrow, and protect our  
13 ecosystems. (2008, 2015)

## 14 **I-10. Global Climate Change**

15 The National Education Association recognizes the scientific  
16 consensus that global climate change is largely caused by human  
17 activity, resulting in significant, measureable damage to the  
18 earth and its inhabitants.

19 The Association believes that humans must take immedi-  
20 ate steps to change activities that contribute to global climate  
21 change.

22 The Association supports the continued development and  
23 implementation of environmentally sound practices that abate  
24 global climate change and its effects in partnership with the  
25 global community. (2007, 2017)

## 26 **I-11. International Consumer Protection**

27 The National Education Association believes that products  
28 sold and/or advertised abroad by U.S.-based companies must at  
29 least meet the consumer, health, and safety standards that are  
30 required for trade within the United States. The Association  
31 also believes that products imported for sale must meet U.S.  
32 consumer health and safety standards and practices.

33 The Association opposes the coercing of other nations to  
34 accept U.S. products that do not meet those nations’ consumer,  
35 health, and safety standards and practices. (1990, 2014)

## 36 **HUMAN AND CIVIL RIGHTS**

### 37 **I-12. Human Rights**

38 The National Education Association believes that the govern-  
39 ments of all nations must respect and protect the basic human  
40 and civil rights of every individual, including equal access to  
41 education as embodied in the United Nations Universal Decla-  
42 ration of Human Rights. The Association condemns any action  
43 that limits or prohibits the free and responsible exercise of these  
44 rights and believes that all education employees must lead in the  
45 effort to prevent any encroachment on basic human and civil  
46 rights.

47 The Association also believes that the U.S. government  
48 should withhold all forms of military aid to governments that  
49 violate these rights.

50 The Association further believes that violence is abhorrent.  
51 The Association also condemns violence, as well as the tolerance  
52 of violence, and believes that all nations must pass and enforce  
53 measures to curtail and prevent actions and practices that inflict  
54 pain, suffering, mutilation, or death, and offer asylum to those  
55 threatened by such actions.

56 The Association urges countries—including the United  
57 States—to provide a safe haven for greater numbers of refugees  
58 who have fled devastation in their native countries during times  
59 of increased conflict, and condemns the stereotyping of refugee  
60 groups.

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

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

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

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

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

### 61 **I-13. Civil Rights**

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

The Association believes that any federal, state, or local law;  
executive order or presidential signing statement; or amendment  
to the U.S. or state constitutions or interpretation thereof that  
curtails basic civil rights is detrimental to a free and democratic  
society. Therefore, the Association believes that racial and social  
equity principles should be implemented at all levels of policy-  
making. (1969, 2023)



1	<b>I-14. Human and Civil Rights of Children and Youth</b>	
2	The National Education Association believes that the human	
3	and civil rights of children and youth must be protected and	
4	opposes the exploitation of children and youth under any cir-	
5	cumstances. The Association opposes early and forced marriage,	
6	forced pregnancy, and forced child bearing of and by children	
7	and youth. The Association recognizes these harmful practices	
8	as violations of human rights and calls for strengthened efforts to	
9	prevent and eliminate them.	
10	The Association also believes that all children possess a fun-	
11	damental civil right of access to a system of high quality public	
12	education grounded in the principles of adequacy and equity.	
13	The Association supports the rights of youth to safely access	
14	education and other human services during conditions of war,	
15	occupation, natural disaster, and civil strife.	
16	The Association condemns the use of children and youth by	
17	organizations, governments, and political/military movements	
18	to advance their political objectives. The Association also con-	
19	demns governments that subject young people to physical or	
20	mental abuse, violence, and unwarranted detention or incarcera-	
21	tion. The Association opposes the impressment or acceptance of	
22	minors into the service of the armed forces of any government or	
23	into the service of revolutionary forces under any circumstances.	
24	The Association supports programs and other efforts to prevent	
25	and alleviate the effects of such trauma upon children and youth.	
26	Children and youth in detention centers must be provided	
27	educational programs that include any special education ser-	
28	vices per a student's individualized education program (IEP) or	
29	a student's 504 plan to enable a student to become a contribut-	
30	ing member of society. Educators in such centers must receive	
31	appropriate and ongoing professional development to provide	
32	instruction in life skills and learning skills.	
33	The Association further believes that adolescent neurologi-	
34	cal development needs to be considered when the sentencing of	
35	juveniles is being determined. Therefore, the Association	
36	opposes the imposition of the death penalty, life imprisonment	
37	without parole, and prolonged solitary confinement for indi-	
38	viduals whose offenses were committed prior to age 18. The	
39	Association condemns the practice of placing children and youth	
40	in trouble in abusive environments, and opposes the placement	
41	of children and youth who are not charged with any offense in	
42	facilities with persons who are charged with criminal offenses.	
43	The Association believes that there must be separate facilities for	
44	the detention and for the incarceration of children and youth and	
45	supports the development of alternatives to supplement the use of	
46	such facilities. (1988, 2023)	
47		
48	<b>I-15. Private Prisons</b>	
49	The National Education Association believes that profiting	
50	from incarceration is in direct conflict with the objective to reha-	
51	ilitate those who have committed crimes. Additionally, private	
52	prison practices such as maintaining high occupancy rates and	
53	unsafe staff-to-inmate ratios, lobbying for harsh sentences, and	
54	providing inadequate services undermine restorative justice	
55	practices and disproportionately affect people of color. These	
56	practices elevate incidents of racial bias and racial disparity.	
57	Therefore, the Association believes that incarcerated individuals	
58	should be held in publicly operated institutions. (2018, 2021)	
59		
60	<b>I-16. Human Relations in the School</b>	
61	The National Education Association believes that improved	
62	human relations are essential to the school environment. The	
63	Association, in order to improve human relations, calls for—	
64	a. School recruitment and staffing policies that will ensure	
65	selection of culturally diverse educators	
	b. Appropriate classroom and other student-related activi-	66
	ties, particularly those that are responsive to the cultural	67
	diversity and historical backgrounds of our society	68
	c. Schools and classrooms that implement trainings and	69
	strategies addressing implicit bias, equity, diversity,	70
	racial justice, and restorative justice	71
	d. Ongoing development of continuing education programs	72
	to educate school and community personnel	73
	e. Reduction of the ratio of students to certified/licensed	74
	staff. This reduction should be to the level teachers deter-	75
	mine to be essential to enhance and improve learning	76
	f. Development of ways to improve police relations with	77
	student and community groups through the joint efforts	78
	of school, community, and law enforcement agencies	79
	g. Joint discussions to promote understanding of human	80
	and civil rights and responsibilities of all constituents	81
	within our global society	82
	h. Development, training, and implementation of curricula	83
	that teach staff and students about positive human rela-	84
	tions. (1972, 2021)	85
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	<b>I-17. Displaced Workers</b>	87
	The National Education Association believes that entities that	88
	close, move, sell, downsize, or reorganize their facilities have	89
	an obligation to provide displaced employees with a variety	90
	of retraining and support programs. These entities shall assist	91
	their employees with placement in jobs having comparable pay	92
	and benefits and shall maintain existing union contracts. The	93
	Association also believes that federal, state, and local govern-	94
	ments should hold entities accountable for the aforementioned	95
	programs.	96
	The Association opposes the use of public funds or tax incen-	97
	tives to encourage the movement of U.S. companies to other	98
	countries at the expense of U.S. union labor. (1992, 2019)	99
		100
	<b>I-18. The Right To Organize</b>	101
	The National Education Association believes that all people	102
	have the right to organize in order to achieve an improvement of	103
	their living conditions through their own free and independent	104
	unions and organizations. The Association urges that this right	105
	be advocated where it is now abused or denied and strengthened	106
	where it is now secured. The Association also believes that	107
	shared core values among and between unions strengthen the	108
	middle class.	109
	The Association deplors anti-union activities by business	110
	interests, school districts, and government agencies, including	111
	efforts that attempt to destroy and undermine labor unions and	112
	organizations, penalize members for union involvement, and	113
	deprive workers of their right to organize and bargain. The	114
	Association supports the rights of workers to unionize by signing	115
	cards and the establishment of penalties for violating the rights	116
	of workers to unionize.	117
	The Association also believes that members have the right	118
	to have payroll deduction of both Association membership dues	119
	and voluntary political contributions. (1982, 2013)	120
		121
	<b>I-19. Use of Union-Made Products and Services</b>	122
	The National Education Association recognizes the historical	123
	role of organized labor in its struggle for economic and social	124
	justice. The Association advocates the use of union-made prod-	125
	ucts and services. The Association supports the use of informa-	126
	tional campaigns, boycotts, or picket lines. (1991, 2015)	127
		128
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		130



1 immigration status offenses and thereby separated from their  
2 children, many of whom are U.S. citizens. The Association sup-  
3 ports equal access to educational opportunities for immigrants.  
4 The Association believes that English, adult education, GED,  
5 and citizenship classes should be available in sufficient numbers  
6 to ensure that immigrants can comply with all federal mandates  
7 for permanent residence and/or citizenship. The Association  
8 also believes that the federal government is responsible for the  
9 enforcement of immigration policy.

10 The Association recognizes that historically there have been  
11 many economic and/or political circumstances that have com-  
12 pelled people to come to the U.S. The Association opposes any  
13 immigration policy that denies human and/or civil rights or edu-  
14 cational opportunities to immigrants and their children, hinders  
15 workers' abilities to organize, imposes excessive fees and fines on  
16 those seeking legalization, or criminalizes individuals or groups  
17 who support or assist them. The Association also opposes any  
18 policy that makes legalization or naturalization dependent upon  
19 military service and/or service in a combat zone. The Associa-  
20 tion condemns such policies as inhumane and discriminatory.

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

### 31 **I-29. Migrant Workers**

32 The National Education Association is concerned with the  
33 plight of migrant workers. The Association is committed to the  
34 right of migrant workers to be fully represented in collective  
35 bargaining by the organization of their choice. (1985, 2015)

## 36 **PROTECTION FROM VIOLENT ACTS**

### 37 **I-30. Victims of Crime**

38 The National Education Association believes that victims of  
39 crime should be treated with dignity and compassion, without the  
40 fear of intimidation. Victims and their families should be noti-  
41 fied of and have the right to be present/represented at all hearings  
42 and legal proceedings involving the defendant/perpetrator.

43 The Association also believes that it is a violation of the vic-  
44 tims' right to privacy to release the names of the victims. The  
45 Association further believes that victims and their families must  
46 be made aware of and have free access to necessary services/  
47 programs. These services/programs must be funded by the  
48 appropriate government agencies. (1987, 2008)

### 49 **I-31. Bullying**

50 The National Education Association believes that the school  
51 environment/work site must be free from all forms of bullying  
52 including, but not limited to, physical and psychological bully-  
53 ing, and cyberbullying. Bullying is the systematic and chronic  
54 infliction of physical hurt and/or psychological distress on one or  
55 more individuals. The Association recognizes that bullying can  
56 affect the entire school community and work sites.

57 The Association also believes that its affiliates, collaborating  
58 with local school districts and institutions of higher education,  
59 should involve all stakeholders in developing comprehensive  
60 schoolwide programs to address all forms of bullying. Such  
61 programs should—

- a. Establish strong policies prohibiting bullying that include the definition, consequences, and procedures for reporting and appeals 66
- b. Develop and implement educational programs designed to help students recognize, understand, prevent, oppose, and eliminate bullying 67
- c. Include activities to help all students, staff, and community members feel understood, respected, valued, and included by cultivating greater awareness and appreciation of our cultural similarities and differences in order to prevent bullying 68
- d. Provide training for all school employees in bullying prevention and intervention 69
- e. Encourage school boards to establish written policies designed to ensure the elimination of bullying, harassment, and intimidation of students and staff by other students and staff 70
- f. Provide professional development materials and resources. 71

72 These programs should be reviewed, revised, and updated to  
73 reflect changing needs. (2004, 2013)

### 74 **I-32. Traffic Safety**

75 The National Education Association believes that traffic  
76 deaths and injuries must be reduced. The Association supports—

- a. Enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances 77
- b. Appropriate educational experiences for students regarding the effects of driving while under the influence 78
- c. Recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence 79
- d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants and young children 80
- e. Legislation requiring the use of helmets for bicycle and motorcycle riders 81
- f. Continued research and the development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective 82
- g. Legislation mandating no texting on cell phones while driving. (1982, 2010) 83

### 84 **I-33. Gun-Free Schools and the Regulation of Deadly Weapons**

85 The National Education Association believes that all students  
86 and education employees must be allowed to learn and work  
87 in an environment free of unauthorized guns and other deadly  
88 weapons. Severe penalties should be enacted and strenuously  
89 enforced for criminal actions involving guns and other deadly  
90 weapons, especially in school settings, and for those who profit  
91 from the illegal sale, importation, and distribution of these  
92 weapons. The Association also believes that individuals who  
93 bring guns or deadly weapons to school should be excluded from  
94 school and school grounds until completion of a mandatory pre-  
95 scribed intervention. 96

97 The Association further believes that arming education  
98 employees as a preventative measure against armed intruders  
99 creates an unsafe environment, placing students and school per-  
100 sonnel at greater risk. Our communities, schools, and students  
101 are safer when common sense gun regulations are in place. 102

1 Therefore, the Association supports banning assault weapons,  
2 limiting the capacity of ammunition magazines, requiring back-  
3 ground checks and a waiting period for all gun purchases, creat-  
4 ing a national database of gun sales, and preventing people with  
5 mental illness and/or a documented history of violence from  
6 purchasing firearms. The Association believes that minors must  
7 not be allowed to buy, own, or sell firearms.

8 The Association also believes that scientific and medical  
9 research on the causes and prevention of firearm violence should  
10 be extensive and ongoing and that gun owners should partici-  
11 pate in educational programs that stress responsible ownership,  
12 including safe use and storage of guns. (1982, 2019)

### 14 **I-34. Violence Against Females Worldwide**

15 The National Education Association condemns domestic and  
16 other violence against females, as well as the tolerance of such  
17 violence, and believes that all nations must establish and enforce  
18 measures to curtail and prevent actions, policies, and practices  
19 that inflict pain, suffering, or death. (1993, 2015)

### 21 **I-35. Gender-Based Violence Worldwide**

22 The National Education Association condemns gender-based  
23 violence worldwide and the tolerance of such violence. The  
24 Association believes that all nations must establish and enforce  
25 measures to curtail and prevent actions, policies, and practices  
26 that inflict pain, suffering, or death based on gender identity or  
27 expression. (2019)

### 29 **I-36. Sexual Assault**

30 The National Education Association believes that all mem-  
31 bers of society should be protected from sexual assault. The  
32 Association also believes that it is a violation of the victims' right  
33 to privacy to release the names of the victims or to have their past  
34 sexual history admitted as evidence in assault cases or media  
35 coverage. The Association supports fair and equitable treatment  
36 by health, hospital, and law enforcement agencies for sexual  
37 assault victims. The Association further believes that access to  
38 necessary services/programs must be made available to victims  
39 and their families. These services must be funded by appropriate  
40 government agencies.

41 The Association believes that states should develop a sys-  
42 tematic process for gathering evidence when such assaults occur  
43 and supports the use of DNA testing as a means to identify  
44 perpetrators of sexual assault. The Association also believes in  
45 the importance of counseling and rehabilitation for the assailant,  
46 and the protection of privacy and due process rights for both the  
47 victim and the alleged assailant. (1981, 2017)

### 49 **I-37. Human Trafficking and Child Marriage**

50 The National Education Association is committed to the  
51 abolition of all forms of human trafficking. Human trafficking  
52 is the acquisition, transportation, recruitment, and harboring of  
53 persons by means of threat, force, fraud, or coercion and for the  
54 purpose of exploitation as defined by the United Nations Proto-  
55 col to Prevent, Suppress, and Punish Trafficking in Persons. The  
56 Association opposes the forced marriage of children, which is  
57 a form of human trafficking. The Association recognizes child  
58 marriage and human trafficking as violations of human rights  
59 and calls for strengthened efforts to prevent and eliminate these  
60 harmful practices. (2010, 2019)

## OBSERVANCES

### **I-38. Martin Luther King, Jr. Day**

The National Education Association believes that Martin  
Luther King, Jr. Day should be a holiday in every U.S. state,  
territory, and protectorate. The Association recognizes the  
significance of the observance to emphasize our need for racial  
healing, justice, and equality through nonviolence. (1969, 2017)

### **I-39. César Chávez Day**

The National Education Association believes that César  
Chávez Day should be a state holiday in every state to focus on  
the importance of labor organizing and promoting equitable  
human relations. The Association encourages the observance of  
this day to promote reflection and action for social justice. (2008,  
2009)

### **I-40. Indigenous Peoples' Day**

The National Education Association believes that the his-  
tory of colonization needs to be recognized and acknowledged  
in every state. To do so, the Association believes that the name  
of the current holiday known as "Columbus Day" should be  
renamed and recognized as "Indigenous Peoples' Day" in  
recognition of early indigenous peoples before colonization by  
European settlers. (2019)

### **I-41. Veterans Day**

The National Education Association believes that all people  
of this nation should honor and memorialize the sacrifices and  
heroic acts of all who have served in the Armed Forces. Veterans  
Day should be maintained as a legal holiday. Students should be  
taught the importance and magnitude of the sacrifices made by  
veterans in the protection of the United States during war and  
peace. Affiliates and school systems should plan observances  
to promote the celebration of veterans' courage, patriotism, and  
sacrifice for every member of society. (2001, 2021)

### **I-42. Observance of Juneteenth**

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

### **I-43. Observances Celebrating Women**

The National Education Association believes in the impor-  
tance of celebrating women as heroines for both their broad and  
specific contributions to society. The Association also believes  
that these celebrations must recognize the intersectionality, chal-  
lenges, and triumphs of women who identify as Native People  
and Asian, Black, Latin(o/a/x), Middle Eastern and North Afri-  
can, Multiracial, and Pacific Islander people. The Association  
further believes that these celebrations must also recognize the  
intersectionality, challenges, and triumphs of women who are  
transgender and non-binary. (2022)

## RIGHTS OF SPECIFIC GROUPS

### **I-44. Self-Determination of Indigenous People**

The National Education Association recognizes that Ameri-  
can Indians and Alaska Natives are sovereign nations with the  
rights of self-determination and supports Native Hawaiians in  
reclaiming their rights of self-determination and sovereignty.

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1 The Association also recognizes that sovereignty includes the  
2 right to provide for culturally appropriate education of American  
3 Indians, Alaska Natives, and Native Hawaiians. (2007)

#### 4 **I-45. Protection of Senior Citizens**

5 The National Education Association believes that physical,  
6 mental, and economic abuse of senior citizens in any form is  
7 deplorable.

8 The Association also believes in the development of legisla-  
9 tion and consumer education to eliminate the use of unethical  
10 techniques, scare tactics, and misrepresentation to divest senior  
11 citizens of their financial resources. The Association further  
12 believes that its affiliates should join in political action to bring  
13 about such legislative and administrative reform at the state and  
14 national levels. (1978, 2015)

#### 15 **I-46. Protection of People Living with HIV, AIDS, and 16 Hepatitis**

17 The National Education Association believes that people  
18 living with human immunodeficiency virus (HIV), acquired  
19 immunodeficiency syndrome (AIDS), and/or hepatitis should  
20 be ensured fair and equitable treatment allowing equal access to  
21 education, employment, living conditions, and all rights guaran-  
22 teed by law.

23 The Association also believes in maintaining the public  
24 health by encouraging people to be tested and seek treatment for  
25 lifelong conditions impacting an individual's health such as, but  
26 not limited to HIV, AIDS and/or hepatitis.

27 The Association further believes that blood donation policies  
28 should utilize modern, science-based guidelines that focus on  
29 the risk factors associated with HIV transmission instead of the  
30 gender of a person's sexual partners.

31 The Association believes that HIV/AIDS criminalization  
32 laws should be made current with the modern understanding of  
33 HIV/AIDS prevention, treatment, and transmission. HIV/AIDS  
34 should be treated no differently than other serious communi-  
35 cable diseases, thereby removing the discrimination and stigma  
36 surrounding these health conditions. (1994, 2019)

#### 37 **I-47. Disabilities Awareness**

38 The National Education Association believes that the human  
39 and civil rights of individuals with visible and nonvisible dis-  
40 abilities must be protected. The Association encourages its affil-  
41 iates to educate their own members, law enforcement, emergency  
42 responders, and the public-at-large to bring about an awareness  
43 of disability issues. (1999, 2023)

#### 44 **I-48. Accessibility for Persons with Disabilities**

45 The National Education Association believes that all build-  
46 ings should be in compliance with the accessibility standards  
47 of the Americans with Disabilities Act. The Association also  
48 believes that employees with disabilities are entitled to medi-  
49 cally necessary and reasonable accommodations necessary to  
50 perform the essential duties of their jobs. (1988, 2023)

#### 51 **I-49. Protection of Persons with Cognitive 52 Disabilities**

53 The National Education Association believes that the human  
54 and civil rights of individuals with cognitive disabilities must be  
55 protected.

56 The Association also believes that individuals with cogni-  
57 tive disabilities who have committed criminal offenses should  
58 receive all diagnostic and/or psychological services that meet

59 their needs and guarantee their right not to be abused while  
60 incarcerated. The Association further believes that individuals  
61 with cognitive disabilities should not be subjected to capital  
62 punishment. (1989, 2015)

#### 63 **I-50. Care and Protection of Persons with Mental 64 Health Disorders**

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

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

76 The Association further believes that individuals with mental  
77 disorders should not be subject to capital punishment. (1986,  
78 2015)

#### 79 **I-51. Care and Protection of Military Veterans**

80 The National Education Association believes that many  
81 veterans of military conflicts are suffering physical, social, and  
82 psychological problems due to their involvement in combat and  
83 related military activities. The Association also believes that all  
84 military personnel and veterans should have comprehensive and  
85 timely access to appropriate and necessary medical care. The  
86 Association supports federal and state increases in benefits and  
87 programs, including retirement benefits, for these military veter-  
88 ans and their dependents to meet their needs. (1981, 2017)

### 89 **OPPOSITION TO ALL FORMS OF DISCRIMINATION**

#### 90 **I-52. Elimination of Discrimination**

91 The National Education Association is committed to the  
92 elimination of discrimination based on race, gender, ethnicity,  
93 economic status, religion, disability, medical history, sexual  
94 orientation, gender identity, gender expression, age, and all other  
95 forms of discrimination. The Association believes that sanctions  
96 are both justified and necessary against governments, organiza-  
97 tions, businesses, and/or groups that utilize or support discrimi-  
98 natory practices. The Association believes that any code, policy,  
99 or system of discrimination and exploitation in the workplace  
100 and in schools must be eliminated. The Association also believes  
101 that nondiscriminatory cultural expression is a human right. The  
102 Association further believes that it is important to eliminate dis-  
103 crimination against individuals wearing natural hairstyles such  
104 as braids, twists, cornrows, and locs.

105 The Association believes that in order to gain a more com-  
106 plete understanding of discriminatory oppression, intersec-  
107 tionality must be recognized and addressed within leadership,  
108 schools, and communities in order to advance the Association's  
109 social justice work. Intersectionality is the understanding of how  
110 a person's identities combine and compound to create unique  
111 discriminatory experiences.

112 Honest and open conversation is a precursor to change. The  
113 Association encourages its members and all other members of  
114 the educational community to engage in necessary conversations  
115 in order to examine assumptions, prejudices, discriminatory  
116 practices, and their effects. (1976, 2023)

1 **I-53. Institutional Discrimination**

2 The National Education Association believes that the fabric  
3 of our society is strengthened when the contributions from  
4 all of its diverse members are encouraged and embraced. The  
5 Association recognizes that institutional and public policies and  
6 practices sometimes discriminate against certain groups in soci-  
7 ety and perpetuate stereotypes and biases about these groups.  
8 Therefore, the Association encourages its affiliates, in collabora-  
9 tion with community organizations, to increase public awareness  
10 about racially unjust legislation, policies, practices, and biases  
11 and to actively work to eliminate them. (1998, 2021)

12 **I-54. Discrimination by Organizations**

13 The National Education Association believes that organiza-  
14 tions, including the Association and its affiliates, are strengthened  
15 by offering membership, providing leadership opportunities, and  
16 ensuring full and effective participation on a nondiscriminatory  
17 basis.

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

24 The Association also believes that its members now holding  
25 membership in such organizations should work actively from  
26 within for the total elimination of such exclusionary clauses.  
27 (1974, 2022)

28 **I-55. White Supremacy Culture**

29 The National Education Association believes that, in order  
30 to achieve racial and social justice, educators must acknowledge  
31 the existence of white supremacy culture as a primary root cause  
32 of institutional racism, structural racism, and white privilege.  
33 Educators must also work to prohibit institutionally racist sys-  
34 tems and policies that have governed our society and kept Native  
35 People and Asian, Black, Latin(o/a/x), Middle Eastern and North  
36 African, Multiracial, and Pacific Islander people<sup>12</sup> from full  
37 participation in American life. Additionally, the Association  
38 believes that the norms, standards, and organizational structures  
39 manifested in white supremacy culture perpetually exploit and  
40 oppress people of color and serve as detriments to racial justice.  
41 Further, the invisible racial benefits of white privilege, which  
42 are automatically conferred irrespective of wealth, gender, and  
43 other factors, severely limit opportunities for people of color and  
44 impede full achievement of racial and social justice. The Associa-  
45 tion believes that, to aid in the efforts to eradicate hate caused  
46 by prejudice, stereotypes, and biases, school districts must pro-  
47 vide training in cultural competence, implicit bias, restorative  
48 practices and techniques, and racial justice. Therefore, the Associa-  
49 tion will actively advocate for social and educational strategi-  
50 es fostering the eradication of institutional racism and white  
51 privilege perpetuated by white supremacy culture. (2018, 2021)

52 **I-56. Racial Justice**

53 The National Education Association believes in the necessity  
54 of racial healing to strengthen our society as a whole. To this end,

55  
56  
57  
58  
59  
60 <sup>12</sup> This language usage acknowledges the Report and Recommendations  
61 of the Racial Equity Language Review Stakeholder Group adopted by  
62 the NEA Board of Directors in May 2020. Native People are named first,  
63 distinctly, recognized as the first people of this land with sovereign national  
64 and tribal status, and named together with Asian, Black inclusive of Afri-  
65 can American, Latin(o/a/x) inclusive of Hispanic and Chican(o/a/x), Middle  
Eastern and North African, Multiracial, and Pacific Islander people.

the United States must make a transformative investment in the  
physical and mental health and economic opportunities of Native  
People and Asian, Black, Latin(o/a/x), Middle Eastern and North  
African, Multiracial, and Pacific Islander people\*, and their com-  
munities. Racial justice in education and throughout the United  
States will be realized when we ensure systematic fair treatment  
resulting in equitable opportunities and outcomes for people of  
all races. The Association acknowledges that both historical and  
current practices have systematically advantaged and privileged  
people of White European ancestry while disadvantaging and  
denying rights, opportunities, and equality for people of color.  
Implemented through both policies and laws, these biased prac-  
tices have been manifested in the conditions our students and  
educators face in their schools and communities.

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

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

**I-57. Hate-Motivated Violence**

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

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

The Association further recognizes the persistence of  
non-race-based hate-motivated violence in the United States.  
The elevated levels of hate-motivated violence in the form of  
antisemitism, anti-Islamic and anti-Sikh sentiment, and anti-  
LGBTQ+ sentiment must be recognized and addressed by  
schools and communities to further foster a vibrant, pluralistic,  
and intrinsically equitable and just society. (1991, 2023)

**I-58. Civility in Public Discourse**

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

1	<b>I-59. Respect for Individual Names and Pronouns</b>	66
2	The National Education Association believes that an individual's name and pronouns are of utmost importance. Therefore, all educators must treat students and fellow educators with respect and dignity. The Association acknowledges that students and educators experience discrimination from the effects of mispronunciations, misgendering, misrepresentations, incorrect documentations in systems of record, or the usage of deadnames. Regardless of intent, the long-lasting negative impact on the individual, classroom, and work environment is deleterious in nature and detrimental to teaching and learning. Therefore, the Association believes student and educator names and pronouns should be treated with respect and dignity by making efforts to understand and implement proper pronunciation, punctuation, stylization, individual preference, cultural norms, context and times of usage, and a true understanding of the discrimination experienced when these aspects of a person's name and pronouns are disregarded. (2021)	67 68 69 70 71 72 73 74 75 76 77
13	<b>I-60. Linguistic Diversity</b>	78
14	The National Education Association believes that, although English is the language of political and economic communication in the United States, efforts to legislate English as the official language disregard cultural pluralism; deprive those in need of education, social services, and employment; and must be challenged.	79
15	The Association recognizes the importance of an individual's native language and culture and the need to promote and preserve them through instruction, public service announcements, and all other forms of communication. The Association also believes that people should be able to speak in their native tongue free from harassment and bias. (1987, 2021)	80 81 82 83
16	<b>I-61. Use of Prejudicial Terms and Symbols</b>	84
17	The National Education Association believes prejudice is deplorable and the use of names, symbols, caricatures, emblems, logos, and mascots that promote prejudice should be discontinued. (1992, 2015)	85 86 87 88 89 90 91 92 93 94 95
18	<b>I-62. Right of Redress for Descendants of Slaves</b>	96
19	The National Education Association believes that slavery, forced servitude, and/or the ownership of a human being are gross violations of human rights and unacceptable in a civilized society.	97 98 99 100 101 102 103 104 105 106
20	The Association also believes that the history of slavery in the United States was a grievous crime against humankind that has contributed to a continuance of over 400 years of economic injustices, terror, state-sponsored terrorism, and institutional and systemic racism—including, but not limited to, convict leasing; unjust imprisonment; Jim Crow segregation, lynching and torture of Black citizens, and destruction of Black communities and towns; redlining; exclusion of the access to benefits of the New Deal and GI Bill; the ripping apart of families; mass incarceration; police brutality and murder; militarization and over-policing of Black communities; denial of equal and equitable access to education; the school-to-prison pipeline; criminalization of Black students in school; denial of economic opportunity; denial of full economic participation; and denial of democratic participation.	107 108 109 110 111 112 113 114 115 116 117 118 119
21	The Association further believes that the descendants of enslaved Africans in the U.S. have the right to redress for the crimes against humanity committed by the United States through full repair and reparations for building the economic engine of the West that resulted in generational wealth accrual by White Americans off the theft of that labor, while at the same	120 121 122 123 124 125 126 127 128 129 130
22	time being denied full economic participation or benefits of that labor, and for the gross injustices inflicted upon their ancestors. (2008, 2021)	66 67 68 69
23	<b>I-63. Deprivation of Human Rights of Indigenous People</b>	70
24	The National Education Association believes that it is deplorable for government entities to allow, sanction, or participate in the slaughter and displacement of indigenous people, including any practice that violates treaties, forcibly relocates, and/or forces compulsory out-of-home placements regarding life and education.	71 72 73 74 75 76 77
25	The Association also believes that any attempt to deprive a group from life, land, resources, or culture is immoral.	78
26	The Association further believes that formal apologies are long overdue to the indigenous people of the United States and its territories and protectorates. (2009, 2010)	79 80 81 82 83
27	<b>I-64. Repatriation of American Indian/Alaska Native Remains</b>	84
28	The National Education Association believes in the dignity of the dead and encourages laws to prevent the robbing of graves.	85 86
29	The Association also believes that the remains of thousands of American Indians/Alaska Natives in storage throughout the United States should be returned for interment to the tribes and/or areas from which they were taken. The Association further believes that American Indian/Alaska Native sacred items in museum collections should be returned to the tribes of their origin. (1989, 2008)	87 88 89 90 91 92 93 94 95
30	<b>I-65. Violence Against and Exploitation of Asians/Pacific Islanders</b>	96
31	The National Education Association opposes the expression of covert and overt sentiments, threats, and incidents of racially motivated physical and/or verbal violence toward Asians/Pacific Islanders. The Association believes that community-based educational programs should be developed by local school systems in conjunction with Asian/Pacific Islander groups to eliminate this violence. The Association supports clear and consistent law enforcement to protect the civil and human rights of the victims of such violence.	97 98 99 100 101 102 103 104 105 106
32	The Association also opposes the exploitation of women as mail-order brides. (1984, 1999)	107 108 109
33	<b>I-66. Internment/Containment Policies Based on Race, Ethnicity, and/or National Origin</b>	110
34	The National Education Association recognizes that restrictive and/or punitive action based on race or national origin is a violation of constitutional guarantees and is repugnant to the American ideals of life, liberty, and property.	111 112 113 114 115
35	The Association condemns the practice of internment/containment of racially identifiable segments of our newly immigrated and current populations. (1982, 2017)	116 117 118 119
36	<b>I-67. Inclusive Medical Studies</b>	120
37	The National Education Association believes that women and members of racial minority groups must be included in the samples of all medical studies, surveys, and research purporting to yield results applicable to all segments of a population. (1991)	121 122 123 124 125
38	<b>I-68. Sexual Harassment</b>	126
39	The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse.	127 128
40	The Association believes that students and education employees should be protected from sexual harassment, which is a form	129 130

- 1 of sex discrimination. The Association encourages its affiliates  
 2 to work with local school districts and institutions of higher  
 3 education to—
- 4 a. Establish strong policies defining and prohibiting sexual  
 5 harassment
  - 6 b. Develop educational programs designed to help people  
 7 recognize, understand, prevent, combat, and eliminate  
 8 sexual harassment
  - 9 c. Develop and publicize a grievance procedure that  
 10 encourages the reporting of incidents of sexual harass-  
 11 ment, resolves complaints promptly, and protects the  
 12 rights of all parties
  - 13 d. Form and train support groups to assist in the counseling  
 14 of targets of alleged sexual harassment. (1988, 2016)

15  
 16 **I-69. Equal Opportunity for Women**

17 The National Education Association believes that all persons,  
 18 regardless of gender, must have equal opportunity for employ-  
 19 ment, promotion, compensation (including equal pay for compa-  
 20 rable worth), and leadership in all activities.

21 The Association supports an amendment to the U.S. Constitu-  
 22 tion (such as the Equal Rights Amendment) that guarantees that  
 23 equality of rights under the law shall not be denied or abridged  
 24 by the United States or by any state because of gender. The  
 25 Association urges its affiliates to support ratification of such an  
 26 amendment. The Association also supports the enactment and  
 27 full funding of the Women’s Educational Equity Act.

28 The Association also believes that the Equal Employment  
 29 Opportunity Commission must have cease-and-desist authority  
 30 to act in all cases of discrimination based on race, creed, color,  
 31 age, national origin, sexual orientation, gender identity, gender  
 32 expression, and gender.

33 The Association further believes that governing boards and  
 34 education associations must eliminate discriminatory practices  
 35 against women in employment, promotion, and compensation.  
 36 Personnel policies must include family leave, maternity leave,  
 37 paternity leave, leave for adoption of a child, child-care leave,  
 38 and professional leave that encourages women to participate in  
 39 professional growth experiences and to prepare for administra-  
 40 tive and executive positions.

41 The Association believes that local, state, and national agen-  
 42 cies should consider research specifically related to women and  
 43 their health problems and concerns.

44 The Association also believes that professional associations at  
 45 all levels should adopt policies that ensure women equal access  
 46 to elective, appointive, and staff positions.

47 The Association further believes in the establishment of  
 48 women’s education committees in local and state affiliates as a  
 49 vehicle for implementation of equal opportunity for women.

50 The Association believes that sexism and sex discrimination  
 51 must be eliminated and endorses the use of nonsexist language.

52 The Association also believes that any restriction to repro-  
 53 ductive freedom is a form of sex discrimination. (1969, 2023)

54  
 55 **I-70. Personal Relationships in Higher Education**

56 The National Education Association recognizes that in  
 57 institutions of higher education adult students and education  
 58 employees may establish personal relationships. However, such  
 59 relationships should be voluntary and not be used to coerce or  
 60 influence others for personal advantage. Thus, the Association  
 61 believes that sexual relationships between a faculty member  
 62 and a student currently enrolled in the faculty member’s course,  
 63 or under the supervision or direction of any higher education  
 64 employee, are unprofessional. The Association encourages its

65 affiliates in institutions of higher education to seek the establish- 66  
 67 ment of strong policies declaring such relationships unprofes- 68  
 69 sional. (1989, 1998) 69

70 **I-71. Businesses Owned by Minorities and/or Women**

71 The National Education Association believes that businesses 71  
 72 owned by minorities and/or women should be encouraged. The 72  
 73 Association also believes that the federal government should 73  
 74 initiate and continue policies that encourage businesses owned 74  
 75 by minorities and/or women. (1989, 2004) 75  
 76

77 **INTEGRATION AND DESEGREGATION**

78  
 79 **I-72. Integration in the Public Schools**

80 The National Education Association believes that it is impera- 80  
 81 tive that full integration of the nation’s schools be effected. 81

82 The Association recognizes that acceptable integration plans 82  
 83 will include affirmative action programs and a variety of devices, 83  
 84 such as geographic realignment, pairing of schools, grade pair- 84  
 85 ing, and satellite and magnet schools. Some arrangements may 85  
 86 require busing of students in order to comply with established 86  
 87 guidelines adhering to the letter and spirit of the law. 87

88 The Association urges its affiliates to encourage school 88  
 89 boards to study and consider seriously the negative impact on 89  
 90 minority students when schools located in minority neighbor- 90  
 91 hoods are targeted for closing. 91

92 The Association will assist its affiliates to ensure that educa- 92  
 93 tion employees, parents/guardians, and students are involved in 93  
 94 the development of plans designed to achieve integration. The 94  
 95 Association also believes that state and federal agencies should 95  
 96 provide funds necessary to implement integration programs, 96  
 97 including funds for student transportation. The Association also 97  
 98 urges participation in citizen advisory committees—consist- 98  
 99 ing of members designated by the local education association, 99  
 100 parents, and representatives of community organizations, busi- 100  
 101 ness, clergy, and media—that reflect the ethnic makeup of the 101  
 102 community in developing, implementing, and evaluating student 102  
 103 desegregation plans. 103

104 The Association further believes that integrated schools must 104  
 105 provide students with equal access to all curricular and extracur- 105  
 106 ricular programs and to technological equipment and knowledge. 106

107 The Association opposes any attempts to delay or impede 107  
 108 implementation of desegregation orders and will, therefore, 108  
 109 resist all efforts to resegregate integrated schools. The Asso- 109  
 110 ciation also opposes any governmental attempts to resegregate 110  
 111 public schools through any means, including vouchers, charters, 111  
 112 and other school-choice initiatives. 112

113 The Association will continue to oppose vigorously the 113  
 114 systematic displacement or demotion of minority, especially 114  
 115 Black, educators to achieve integration. The Association further 115  
 116 opposes actions of boards of education to finance integration 116  
 117 plans through reduction of school staff. In addition, the Associa- 117  
 118 tion will oppose the capricious reassignment and displacement 118  
 119 of Hispanic educators because of desegregation and bilingual 119  
 120 programs. (1969, 2004) 120  
 121

122 **I-73. Ethnic-Minority Educators**

123 The National Education Association believes that ethnic- 123  
 124 minority educators are essential to the operation of schools, thus 124  
 125 encouraging local and state affiliates, Department of Defense 125  
 126 Education Activity (DoDEA), and appropriate governmental 126  
 127 bodies and agencies to work to achieve and maintain ethnic 127  
 128 diversity in all categories of educational employment. (1979, 128  
 129 2015) 129  
 130



1	<b>J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN</b>	
2	<b>INDEPENDENT, UNITED EDUCATION PROFESSION</b>	
3		
4	<b>STRONG EFFECTIVE ASSOCIATIONS/AFFILIATES</b>	
5		
6	<b>J-1. Strong Professional Associations</b>	
7	The National Education Association believes that an indepen-	
8	dent and professional organization is vital to its members and	
9	affiliates. This independence must be safeguarded in any align-	
10	ments with other organizations.	
11	The Association also believes that the unified effort of a	
12	professional organization promotes the interests of its members	
13	and advances a strong, healthy educational environment. (1974,	
14	2004)	
15		
16	<b>J-2. Supporting Locals in Jeopardy</b>	
17	The National Education Association believes that assistance	
18	should be afforded to those affiliates that exist within concen-	
19	trated territories of competing organizations. The Association	
20	encourages its affiliates to initiate and support programs that	
21	will strengthen and enhance the local organizational struc-	
22	ture and promote membership growth within the Association.	
23	Continuous communications, including face-to-face-contact,	
24	and cooperation of local, state, and national bodies are keys to	
25	the success of the local affiliates in building solid professional	
26	organizations.	
27	The Association also believes that assistance should be given	
28	to those local affiliates that have been targeted for takeover	
29	by competing organizations and/or the object of “association	
30	busting.”	
31	Members of affiliated locals that are not the bargaining agent	
32	must be provided an effective means of processing grievances.	
33	(1976, 2015)	
34		
35	<b>MEMBERSHIP PARTICIPATION</b>	
36		
37	<b>J-3. Membership Participation in the Association</b>	
38	The National Education Association believes that every	
39	member has the right to equitable access and the obligation to	
40	participate fully in the Association. Participation should be free	
41	from fear, intimidation, retribution, marginalization, or any	
42	forms of bullying and harassment.	
43	The Association also believes that early-career members	
44	should be encouraged to participate in and pursue appropriate	
45	leadership opportunities at the local, state, and national levels of	
46	the union. The Association further believes that affiliates should	
47	encourage early-career members to seek election to become	
48	seated delegates at the annual Representative Assembly.	
49	The Association believes that school policies should provide	
50	release time without loss of pay to those who are fulfilling lead-	
51	ership responsibilities, attending meetings, or participating in	
52	other Association activities.	
53	The Association also believes that all members have the right	
54	to receive union communications at their work sites from their	
55	local, state, and national associations.	
56	The Association supports and encourages, whenever possible,	
57	policies and practices such as affordable child care services so	
58	that members with children may have improved opportunities to	
59	participate in Association activities. Members should also sup-	
60	port public education by sending their children to public preK	
61	through post-secondary educational institutions. (1969, 2021)	
62		
63		
64		
65		
	<b>J-4. Minority Participation in the Association</b>	66
	The National Education Association believes that at every	67
	phase of governance and on all decision-making levels of the	68
	Association there should be minority participation at least pro-	69
	portionate to the identified ethnic-minority population of that	70
	geographic level.	71
	Ethnic minorities should be included as candidates for posi-	72
	tions at all levels. The Association should promote minority par-	73
	ticipation in program development and should employ minorities	74
	and women in staff positions consistent with Association affir-	75
	mative action policies.	76
	The Association also believes that its affiliates should main-	77
	tain a commitment to organizational policies and programs that	78
	promote the training and involvement of minorities at all levels	79
	of the organization.	80
	The Association further believes that there is a need for sys-	81
	tematic evaluation of minority participation at all levels. (1972,	82
	1996)	83
		84
	<b>J-5. Aspiring Educator Member Participation</b>	85
	The National Education Association believes that eligible	86
	students should have the opportunity to join the Association. The	87
	Association also believes that students should be encouraged to	88
	participate in the Association at the local, state, and national lev-	89
	els. Preprofessional and leadership training should be priorities.	90
	The Association further believes that its members should	91
	promote membership in the NEA Aspiring Educator Program	92
	to all eligible students, including student teachers in members’	93
	classrooms, and provide opportunities for community outreach,	94
	professional development, and political action. The Association	95
	believes that advisors of NEA Aspiring Educator chapters should	96
	be members of the Association.	97
	The Association believes that state affiliates should facilitate	98
	the establishment of chapters in all higher education institutions	99
	that offer teacher preparation programs.	100
	The Association also believes that local and state affiliates	101
	should collaborate with student programs in order to facilitate	102
	the transition from student to professional membership status	103
	within the Association so that Aspiring Educator members	104
	become involved in the activities and leadership pathways of the	105
	professional Association and its affiliates. (1991, 2018)	106
		107
	<b>J-6. Retired Member Participation</b>	108
	The National Education Association believes that Retired	109
	members are a valuable asset and should be active participants	110
	within the Association at the local, state, and national levels.	111
	The expertise of Retired members should be utilized in all	112
	areas of the Association.	113
	The Association also believes that its members should pro-	114
	motivate membership in the Retired Program to all eligible mem-	115
	bers. (1976, 2013)	116
		117
	<b>J-7. Promotion of Education as a Career Choice</b>	118
	The National Education Association supports the establish-	119
	ment of student organizations whose goal is to promote the	120
	field of public education as a lifelong profession that is vital and	121
	essential to every community. The Association believes that its	122
	state and local affiliates should support these student organiza-	123
	tions and their efforts to build partnerships with government,	124
	business, and community stakeholders to advance the profes-	125
	sion. (1980, 2022)	126
		127
		128
		129
		130

1 GLOBAL EDUCATION PROFESSION

2  
3 **J-8. Universal Education Employee Rights**

4 The National Education Association supports the efforts of  
5 all associations of education employees in the world to secure  
6 basic rights for their members. The Association commends  
7 those education employees and students around the world who  
8 champion academic freedom and campaign against illiteracy,  
9 especially when their activities must be conducted under oppres-  
10 sive and often life-threatening conditions.

11 The Association stands ready to help all associations of edu-  
12 cation employees obtain their basic rights as listed in the NEA  
13 resolutions.

14 The Association condemns all governments for their roles  
15 in any acts of injustice against education employees and their  
16 organizations and, thus, the children and youth of those coun-  
17 tries. The Association urges the U.S. government to refrain from  
18 supporting any governments that suppress academic freedom  
19 and literacy.

20 The Association also urges the U.S. government to refrain  
21 from any plan for overt or covert action that would destabilize or  
22 overthrow any government or would adversely affect a govern-  
23 ment's successful campaign to improve literacy, equal education  
24 support, health care, and living and working conditions. (1981,  
25 1995)

26  
27 **J-9. Organizations of Other Nations**

28 The National Education Association believes that a strong  
29 international community of education employees is necessary to  
30 promote international understanding and to defend the interests  
31 of education employees in all countries. The Association actively  
32 supports Education International and will continue to cooper-  
33 ate with professional education organizations of other nations.  
34 (1969, 1995)

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**WYOMING**

Gustafson, Paige

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 Sheridan, George  
*California*  
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 Purdy, Kathleen  
*Ohio*  
 Pierson, Bobby  
*Alabama*  
 Hatley, Sandra  
*North Carolina*

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AT-LARGE**

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 Skepple, Rose  
*Florida*  
 Sublette, Suzanne  
*Wisconsin*

**ADMINISTRATOR  
AT-LARGE**

Gordon, Crystal  
*Louisiana*

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 Bethea-Jones, Karoline  
*New Jersey*  
 Evans, Amy  
*Illinois*  
 Giles, Jan  
*Nevada*  
 Grissom, Jamie  
*Rhode Island*  
 Jenkins, Martin  
*Arizona*  
 Newkirk, Monique  
*Nevada*  
 Ward, Ingrid Mia  
*Alabama*  
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