

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2023–2024 NEA RESOLUTIONS COMMITTEE**

NEA Representative Assembly

July 4-7, 2024

Table of Contents

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).

A-1. Public Education	7
A-2. Educational Opportunity for All	7
A-5. [Parental] <i>Parent and Guardian Involvement</i>	7
A-6. School Boards	8
A-10. Historically Black Colleges and Universities	8
A-13. Appointments by the President of the United States	8
A-22. Federal Impact Aid	8
A-24. Tax Reform	9
A-38. [Media Utilization] <i>Mass Media Use in Education</i>	9
B-3. High School Diploma/Equivalency	9
B-10. Independent Reading Skills	10
B-15. Racism, Sexism, Sexual Orientation, Gender Identity, and Gender Expression Discrimination	10
B-32. Educational Programs in Support of Lesbian, Gay, Bisexual, Transgender, Non-Binary, and Questioning Students	11
B-33. Alternative Programs for At-Risk and/or Students With Special Needs	11
B-55. Sex Education	11
B-69. Artificial Intelligence	12
B-80. School Library Media Programs	12
C-12. Student Sexual Orientation, Gender Identity, and Gender Expression	13

C-26. Family Stability for Children	13
D-7. Teacher Preparation Programs: Content and Evaluation	14
D-8. Teacher Preparation Programs: Clinical Practice	15
D-14. Administrator Preparation	15
F-6. Strikes	16
F-11. Benefits	16
F-19. Reduction in Force.....	17
F-21. <i>Bargaining</i> Protection [of] for Education Employees.....	18
F-22. Personnel Policies and Procedures	18
F-54. School Nurses	18
F-66. Funding of Retirement Plans	18
F-68. Characteristics of Retirement Plans.....	19
New F. Protection of Education and Other Public Employees from Student Violence	19
I-1. Peace and International Relations	20
I-2. International Court of Justice.....	20
I-19. Use of Union-Made Products and Services	20
I-25. Comprehensive Health Care.....	20
I-47. Disabilities Awareness.....	20
I-48. Accessibility for Persons with Disabilities	20
I-55. White Supremacy Culture.....	20
I-56. Racial Justice.....	21
New I. Educational Reparations	21
J-5. Aspiring Educator Member Participation.....	22
Procedures for Consideration of NEA Resolutions	23

1 **A-1. Public Education**

2 The National Education Association believes that continued success of the United States as a participatory
3 democracy and as a world leader is dependent upon a shared national, state, community, and individual commitment
4 to excellence in public education.

5 The Association also believes that public education is the cornerstone of our social, economic, and political
6 structure and is of utmost significance in the development of our moral, ethical, spiritual, and cultural values. The
7 Association further believes that excellence in public education requires that students achieve mastery of learning so
8 that they have the ability to use what has been taught and have command of subjects sufficient for problem solving,
9 decision making, and further educational growth. The Association supports high standards for teaching and learning
10 in which students become active participants in the mastery process.

11 Therefore, each state must maintain a system of public education that prepares its citizens to—

- 12 a. [Achieve functional proficiency in English, with emphasis on the development of basic reading, writing,
13 speaking, and listening skills] **Communicate proficiently in English**
- 14 b. [Compute effectively to procure and/or dispense services and materials] **Reason mathematically**
- 15 c. Use critical thinking, creative thinking, and problem-solving skills
- 16 d. Exercise attitudes of good citizenship, societal productivity, and global awareness
- 17 e. Care for the environment
- 18 f. Appreciate the aesthetic and moral qualities of life
- 19 g. Formulate values that lead to continual growth and self-fulfillment
- 20 h. Recognize, [and appreciate] **value, and support** cultural, social, political, and religious differences
- 21 i. [Use leisure time effectively and develop] **Practice** sound physical **and mental** health habits
- 22 j. [Develop knowledge and skills through experiences in the practical/vocational and fine arts] **Continue to**
23 **gain and employ new skills and knowledge throughout life**
- 24 k. Use a variety of [technology] **technologies ethically and** effectively. (1969, 2017)

25 **A-2. Educational Opportunity for All**

26 The National Education Association believes that [each student has the right to] a free public education suited to
27 the needs of the individual **is the right of all** and **must be** guaranteed by state constitutions and the United States
28 Constitution. Public educational opportunities for [every American] **all** must be preserved and strengthened. Access
29 to, and opportunities for, postsecondary education should be widely available, and no qualified [student] **person**
30 should be denied such opportunities because of financial considerations.

31 The Association also believes that all schools must be accredited under uniform standards established by the
32 appropriate agencies in collaboration with the Association and its affiliates, and that the accreditation process must
33 provide sufficient flexibility to enable individual schools to achieve educational excellence and respond to the needs
34 of their students and community. The development of a periodic review of locally established programs should
35 involve community members, parents/guardians, students, teachers, and education support professionals. (1969,
36 2017)

37 **A-5. [Parental] Parent and Guardian Involvement**

38 The National Education Association believes that a community engaged in the life of its public schools is
39 paramount to the future of public education. Parents/guardians who are active participants in the education of their
40 children increase the likelihood of the achievement of educational excellence. In coordination with other
41 stakeholders, parents/guardians must set high expectations for student behavior and academic success and provide the
42 encouragement and support for all students to achieve their full potential.

43 The Association also believes that laws which circumvent authentic [parental] **parent/guardian** and community
44 involvement are detrimental to the partnership between parents/**guardians** and educators.

45 The Association further believes that innovative programs should be developed and resources committed to
46 promote and increase family and community involvement in public schools and to promote and increase the
47 involvement of education employees in the community. The Association encourages its affiliates to work
48 collaboratively with the community in establishing such programs and finding the resources necessary to make the
49 programs successful.

50 The Association believes that parents/guardians should be encouraged to visit their children’s schools and
51 communicate with their children’s teachers and other education employees with whom the children have daily
52 contact. In addition, schools should communicate with parents/guardians in their native language. The Association

1 also believes that parents/guardians, students, community members, teachers, other education employees, and school
2 board members should promote the collaborative successes between the school and the community. (2001, 2017)

3 **A-6. School Boards**

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

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

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

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

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

27 **A-10. Historically Black Colleges and Universities**

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

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

32 The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote
33 these invaluable institutions, their programs, and their full participation in the mainstream of education. **The**
34 **Association believes that HBCUs should receive equitable state and federal funding relative to their non-HBCU**
35 **counterparts including additional financial support for infrastructure, student services, and academic programs**
36 **which have been impacted by discriminatory funding disparities**. The Association also believes that closing,
37 downgrading, or merging HBCUs is not in the best interest of the educational community.

38 The Association further believes that HBCUs should be recognized for their successes in bringing Black
39 educators into the profession. The Association acknowledges the commitments of HBCUs to instill in their graduates
40 cultural awareness, cultural competency, and culturally responsive education, and believes that these commitments
41 should be emulated by all educator preparation programs. (1980, 2023)

42 **A-13. Appointments by the President of the United States**

43 The National Education Association believes that the need for quality education demands that criteria for
44 presidential appointments in the field of education shall include a commitment to public education and significant
45 contributions to the education community. Education employees should [be included in] **both have input in the**
46 **selection of candidates and be included as candidates for** such appointments. (1970, 1990)

48 **A-22. Federal Impact Aid**

49 The National Education Association [supports funding to maintain quality education] **believes that appropriate**
50 **funding must be provided** for students in school districts impacted by federal policies, lands, activities, and

1 installations *to ensure a quality education*. The Association believes that a permanent solution to the financial
2 problems of severely impacted school districts must be developed. (1970, 2015)

3 **A-24. Tax Reform**

- 4 The National Education Association supports tax reform and believes that it should—
- 5 a. Increase tax fairness and raise revenue necessary to finance quality public education and other public
6 services
 - 7 b. [Eliminate regulations] *Establish policies* that shift the tax burden [to] *from* the less affluent
 - 8 c. Prevent excessive reliance on [property tax or] any [other] single tax
 - 9 d. Reflect the findings of comprehensive studies of the total individual and corporate tax burden
 - 10 e. Assure a tax burden distribution that reflects the ability to pay and that safeguards family [subsistence] *well-*
11 *being*
 - 12 f. Assure that statewide uniformity in property tax effort be required
 - 13 g. Provide funding for public education that ensures adequacy and equity of resources
 - 14 h. Not be used to place arbitrary maximum limits on any state or local government’s ability to spend or tax,
15 particularly since such limits have a negative impact on the full funding of schools
 - 16 i. [Eliminate] *Establish* tax laws [and rulings] that [are harmful] *prevent harm* to education employees and
17 educational needs
 - 18 j. Attract expatriated business and investment to return to benefit our American economy
 - 19 k. Encourage penalties to corporations that move their interests abroad to avoid tax liabilities
 - 20 l. Provide for public funding of national political campaigns to enable greater equity in access to the political
21 process
 - 22 m. Restructure the alternative minimum tax (AMT) by indexing it to inflation at the AMT’s original level.
23 (1978, 2009)

24 **A-38. [Media Utilization] Mass Media Use in Education**

25 [The National Education Association believes that the broadcasting industry must serve the public interest and
26 educational process. The Association encourages the creative and innovative use of media for improving instruction.
27 It is essential that teachers or their designees have the right to record programs off the air and play them back on a
28 delayed basis sufficient to meet the needs of effective teaching.

29 The Association also believes that the Public Broadcasting Service (PBS), National Public Radio (NPR), and
30 expanding cable television (CATV) should provide communication services for education. Federal regulations should
31 guarantee the reservation of at least 20 percent of the channel capacity of CATV systems for public school access and
32 other public purposes.

33 The Association urges its affiliates to become involved in the program development and utilization of each of
34 these media resources. The Association also urges continued local, state, and federal financial support for public
35 broadcasting.]

36 *The National Education Association believes that the creative and innovative use of mass media can further*
37 *the goals of public education. It is essential that educators have the right to record or access mass media content*
38 *and use it to enhance educational outcomes.*

39 *The Association also believes that publically funded mass media institutions should provide communication*
40 *services for education. The Association further believes its affiliates should be involved in the content development*
41 *of each of these resources.* (1981, 1996)

42 **B-3. High School Diploma/Equivalency**

43 The National Education Association supports the concept of a high school education for all and believes that
44 every student should earn a high school diploma or its equivalent. The Association also believes in the value of *and*
45 *support for* academic preparation, school attendance, and [social interaction] *socio-emotional wellness* for meeting
46 the requirements of high school graduation.

47 The Association recognizes that in some instances the use of high school equivalency tests is acceptable when
48 the best interests of the students are served. The Association also believes that high school equivalency testing can be
49 misused and can have a negative impact.

1 The Association believes that any state or district plan to use equivalency testing as the basis for qualification for
2 a high school diploma should be developed cooperatively by classroom teachers, certified/licensed specialized
3 instructional support personnel, administrators, and governing boards. (1976, 2015)

4 **B-10. Independent Reading Skills**

5 The National Education Association believes that it is critical that students become [independent] *skillful and*
6 *proficient* readers to succeed in school and life. *Researched based* [Reading] *literacy* instruction[,] and [with
7 appropriate] *interventions*, especially in the early [grades] *years*, [is] *are* essential for learning in all content areas
8 and for achieving high standards. Students at all levels should have access to *diverse* independent reading choices
9 through school libraries in their buildings that are staffed by certified school library teachers. Teachers at all levels
10 should be encouraged to use certified school library teachers' expertise to address the diverse needs of students.

11 The Association also believes that the acquisition of [the] *home languages* [primary language spoken within the
12 home] is the foundation for reading skills development. Emerging literacy skills begin with the interaction and
13 communication between children and adults. An increased number of words spoken to a child during language
14 development increases future reading proficiency. The Association further believes that schools and communities
15 should work together in raising awareness of the link between language development and reading skills acquisition.

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

18 **B-15. Racism, Sexism, Sexual Orientation, Gender Identity, and Gender Expression** 19 **Discrimination**

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

23 The Association also believes that plans, activities, and programs for education employees, students,
24 parents/guardians, and the community should be developed to identify and eliminate discrimination and stereotyping
25 in all educational settings. Such plans, activities, and programs must—

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

49 [k]. Promote a safe and inclusive environment for all.

50 The Association encourages its affiliates to develop and implement training programs on these matters. (1996,
51 2021)

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

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

- 8 a. Acknowledgement of the significant contributions of diverse LGBTQ+ persons in American *and world*
9 history and culture
- 10 b. Involvement of educators knowledgeable in LGBTQ+ issues in the development of educational materials that
11 integrate factual information about the history, social movements, and current events of LGBTQ+ people
- 12 c. Developmentally appropriate local, state, and national resources. (2015, 2019)

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

14 The National Education Association recognizes that there must be increased development and maintenance of
15 alternative programs to meet the needs of at-risk and/or students with special needs, preK through adult. The
16 Association recommends early access to intervening services and appropriate identification and placement of these
17 students. Teachers, related service providers, and administrators should receive necessary training in diagnostic
18 processes and alternative methods of teaching and learning, including *developmentally appropriate and* culturally
19 responsive teaching practices. Appropriate training should also be provided to education support professionals. In
20 addition, parents/guardians, school security personnel, and other school community members should be encouraged
21 *and supported* to acquire the training to effectively meet the needs of these students.

22 Programs should include appropriate monitoring of student progress and emphasize a broad range of approaches
23 for addressing students’ differing behavioral patterns, interests, needs, cultural backgrounds, and learning styles.
24 These programs must be evaluated on stated objectives and standards. Teachers in these programs must have a major
25 role in designing the objectives and evaluations and working with appropriate school and community personnel to
26 execute these objectives and evaluations.

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

30 [The Association also believes that the rights of students who are protected under the provisions of the
31 Individuals with Disabilities Education Act and Americans with Disabilities Act must be preserved.] *The*
32 *Association also believes that these rights include the rights of students to receive all services and*
33 *accommodations listed on their IEPs and 504 Plans. Additionally, specially designed instruction and related*
34 *services must be provided in the identified goal areas regardless of placement to those who are protected under the*
35 *provisions of the Individuals with Disabilities Education Act and Americans with Disabilities Act must be*
36 *preserved.*

37 The Association urges its affiliates to seek adequate compensation, planning time, materials, and facilities for all
38 education professionals involved in these programs.

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

41 In higher education settings, faculty and education support professionals who are working with *at-risk* students
42 with [special needs] *exceptionalities* should be provided with appropriate resources to accommodate these students’
43 special requirements.

44 The Association encourages its state affiliates to seek legislation that would require any person offering services
45 to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or
46 related problems to be licensed under regulations of each state’s department of public instruction or other appropriate
47 agency. (1977, 2018)

48 **B-55. Sex Education**

49 The National Education Association believes that the developing child’s sexuality is continually and inevitably
50 influenced by daily contacts, including experiences in the school environment. The Association recognizes that
51 sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that

1 the public school must assume an increasingly important role in providing the instruction. Educators and health
2 professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

3 The Association urges that formal sex education should include parent/guardian orientation and be planned and
4 implemented with careful attention to developmental needs, appropriateness to community settings and values, and
5 respect for individual differences.

6 The Association also believes that to facilitate the realization of human potential, it is the right of every
7 individual to live in an environment of freely available information and knowledge about sexuality and encourages
8 affiliates and members to support appropriately established sex education programs. Such programs should include
9 information on—

- 10 a. Sexual abstinence, birth control, family planning, prenatal care, parenting skills, the effects of substance
11 abuse during pregnancy, and the issues associated with pre-teen and teenage pregnancy
- 12 b. Diversity of culture and diversity of sexual orientation and gender identity
- 13 c. Sexually transmitted [diseases] **infections** including HIV and HPV, incest, sexual abuse, sexual harassment,
14 and homophobia
- 15 d. Age-appropriate, medically accurate information including lesbian, gay, bisexual, transgender, non-binary,
16 and questioning (LGBTQ+) issues. This should include but not be limited to information on sexuality, sexual
17 orientation, and gender expression
- 18 e. Sexual violence and affirmative consent, being defined as sexual activity deemed consensual if both parties
19 clearly declare their willingness to participate through a voluntary, conscious, and affirmative agreement.
20 (1969, 2018)

21 **B-69. Artificial Intelligence**

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

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

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

39 **B-80. School Library Media Programs**

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

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

1 **New B. Agriculture Education**

2 *The National Education Association believes that students deserve the opportunity to learn about agriculture*
3 *which serves as one of the pillars of most modern societies and economies.*

4 *The Association also believes that students should be provided with agriculture education, hands-on*
5 *experiences, and career and technical education programs. The Association further believes that these should*
6 *support economic and workforce development, agricultural innovation, and environmental sustainability.*

7 *The Association believes that every student should have access to scientifically accurate agriculture programs*
8 *delivered by qualified educators and free from bias and misinformation. The Association supports the*
9 *development of direct training and certification pathways for new and current educators who want to become*
10 *certified in agriculture education. (2024)*

11
12 **New B. Social Studies Education**

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

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

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

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

30 The National Education Association believes that all persons, regardless of sexual orientation or gender identity,
31 should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education
32 system. The Association also believes a safe and inclusive environment ensures that all transgender students have
33 access to the bathroom or locker room of their choice and protects them from breaches of confidentiality. The
34 Association further believes that gender-neutral options should be available. The Association believes that LGBTQ+
35 students have the right to privacy and confidentiality regarding their sexual orientation, gender identity, and gender
36 expression. Further, educators must respect these students and their choice of whether or not to reveal their
37 orientation, identity, or expression. *The Association also believes that laws or policies should not require educators*
38 *to violate a student's right to privacy or confidentiality.*

39 The Association also believes that, for students who are struggling with their sexual orientation, gender identity,
40 or gender expression, every school district and educational institution should provide counseling services and
41 programs—staffed by trained personnel—that deal with high suicide and dropout rates and the high incidence of teen
42 prostitution. The Association further believes that therapies designed to alter a student's orientation or identity are
43 harmful to the emotional development of lesbian, gay, bisexual, transgender, non-binary, and questioning (LGBTQ+)
44 students. Therefore, students should have access to gender-affirming health care. (1988, 2022)

45 **C-26. Family Stability for Children**

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

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

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

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

6 In consideration of these roles, the placement of children should be determined by a number of qualitative and
7 quantitative standards that are [both] measurable and *that do not discriminate based on* [without regard to] either
8 parent's gender.

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

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

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

18 **D-7. Teacher Preparation Programs: Content and Evaluation**

19 The National Education Association believes that teacher preparation programs must—

- 20 a. Involve all stakeholders in the design, implementation, evaluation, and improvement of teacher preparation
21 programs. These stakeholders include licensed preK through adult education teachers and teacher educators
22 who are practicing in their field of expertise and demonstrate practical knowledge of schools and classroom
23 teaching as well as students preparing to teach
- 24 b. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to
25 assess progress in acquiring the knowledge and skills necessary for effective teaching
- 26 c. Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction
27 of students with limited English proficiency, and professional studies that include learning theories,
28 curriculum design, classroom management, behavior management, discipline, student assessment, school
29 accountability, school law, and teaching techniques
- 30 d. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize
31 the contributions of ethnic and other minorities, and provide strategies and techniques for teaching and
32 interacting with culturally diverse students
- 33 e. Include instructional content and experiences that address how economic and/or housing status affect a
34 child's readiness and ability to learn and function in a school setting and that provide specific techniques for
35 teachers who teach children of poverty
- 36 f. Engage students in identifying and addressing internal and external biases
- 37 g. Include instructional content and experience in research and information skills, group processes, shared
38 decision making, strategic planning, the dynamics of intergroup communications, peace and conflict
39 resolution, human growth and development, the changing role of the family, exceptional behaviors, and
40 human relations
- 41 h. Include training and instruction in diversity, equity, biases, social and racial justice, culturally-responsive
42 practices, trauma-informed practices, and anti-bullying techniques
- 43 i. Provide a variety of field experiences, including the appropriate use of technology for managing and
44 advancing instruction, throughout the preparation program, culminating in clinical practice
- 45 j. Include accurate instructional content on the evolution of professional teacher organizations and the advances
46 in the areas of job contracts, salary schedules, benefit programs, and working conditions
- 47 k. Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and
48 challenges of shared decision making, problem-solving, and strategic planning
- 49 l. Include instruction in educational programs of all special education areas recognized by federal law
- 50 m. Provide access to professional and preprofessional organizations related to the education profession and areas
51 of certification
- 52 n. Provide teacher candidates with resources and practice opportunities to prepare for performance assessments
53 for licensure/certification

- 1 o. Promote involvement in an NEA Aspiring Educator Program local chapter to increase opportunities for
- 2 community outreach, professional development, *racial and social justice advocacy*, and political action
- 3 p. Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that
- 4 ensures accreditation is achieved and maintained
- 5 q. Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and
- 6 cooperating teachers. (1970, 2021)

7 **D-8. Teacher Preparation Programs: Clinical Practice**

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

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

- 15 The Association further believes that prospective teachers completing clinical practice should demonstrate—
- 16 a. Comprehensive understanding of the central concepts and structure of the disciplines that they teach
 - 17 b. Knowledge of and ability to provide differentiated learning opportunities that support the intellectual, social,
18 physical, and personal development of individual students
 - 19 c. A variety of instructional strategies that encourage students to develop critical thinking skills, problem-
20 solving techniques, positive social interaction, and active engagement in learning
 - 21 d. Ability to plan instructional strategies based upon knowledge of the subject matter, the students, the
22 community, and the curriculum goals
 - 23 e. Effective use of formal and informal assessment strategies to evaluate and ensure the continuous intellectual,
24 social, physical, and personal development of individual students
 - 25 f. Use of active inquiry and collaboration between and among colleagues
 - 26 g. Racial, social, and cultural awareness of their students as individuals and of their experiences regarding
27 bullying, trauma, and equity.

28 The Association believes that clinical practice experiences provide opportunities to establish essential
29 relationships with other education employees, parents/guardians, and agencies in the community to support students’
30 learning and well-being. (1998, 2021)

31 **D-14. Administrator Preparation**

32 The National Education Association believes that administrators are integral to a safe, supportive, and
33 instructionally excellent learning community. Administrator preparation programs should recruit individuals meeting
34 the highest standards with at least five years of full-time educational experience and a student-centered educational
35 philosophy. *Such programs should emphasize the recruitment of candidates from underrepresented groups.*

36 Programs should include educationally significant clinical experience and should prepare leaders to—

- 37 • Collaboratively steward a shared vision
- 38 • Use data effectively to promote sustainable school improvement
- 39 • Efficiently manage resources
- 40 • Develop capacity for distributed leadership and equitable leadership
- 41 • Build and maintain family and community partnerships
- 42 • Act with integrity and fairness
- 43 • Promote racial and social justice
- 44 • Advocate for schools, students, families, and caregivers
- 45 • Understand the moral and ethical consequences of decisions in the school community
- 46 • Foster a collaborative school culture
- 47 • Promote practices and programs that are focused on diversity, equity, cultural responsiveness, bullying
48 prevention techniques, social and racial justice, the recognition of and mitigation of biases, and trauma-
49 informed pedagogy.

50 These programs should meet standards established, governed, and maintained by members of the profession.
51 (1985, 2021)

1 **F-6. Strikes**

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

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

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

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

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

19 The Association also condemns the use of ex parte injunction, jailing, setting of excessive bail, fines, firing of
20 members, cessation or suspension of visa sponsorship, community service in lieu of other penalties, decertification of
21 an organization as the bargaining agent, loss of association rights, and revocation or suspension of tenure, licensure,
22 and retirement benefits in school work stoppages. ***Any strike settlement and return-to-work agreement must be
23 written collaboratively and without punitive provisions.***

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

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

30 **F-11. Benefits**

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

- 35 a. Comprehensive insurance programs
 - 36 1. Health
 - 37 2. Dental
 - 38 3. Vision
 - 39 4. Hearing
 - 40 5. Life
 - 41 6. Legal
 - 42 7. Workers’ compensation
 - 43 8. Long-term physical and mental disability
 - 44 9. Prescription drug
- 45 b. Paid leaves
 - 46 1. **[Sick] *Physical/mental health*** leave with unlimited accumulation
 - 47 2. Personal leave with unlimited accumulation
 - 48 3. Bereavement leave
 - 49 4. Parental leave, including adoption
 - 50 5. Family leave
 - 51 6. Dependent care leave
 - 52 7. Sabbatical leave
 - 53 8. Professional leave

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

20 The Association further believes that education employees and their spouses, domestic partners, and/or

21 dependents should have equal access to all benefits applicable to them.

22 The Association believes that paid parental leave without fear of reprisal is essential for the welfare of children.

23 Such leave establishes strong family ties and ensures proper health and well-being of all family members.

24 The Association also believes that comprehensive insurance programs should be provided for education

25 employees on official leave of absence or parental leave.

26 The Association further believes that provisions should be made for retirees, their spouses, domestic partners,

27 and/or dependents at their option to continue in the comprehensive health, dental, prescription drug, hearing, and

28 vision programs.

29 The Association believes that, if school districts consolidate, regionalize, share services, or separate, education

30 employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2021)

31 **F-19. Reduction in Force**

32 The National Education Association believes that one of its basic responsibilities is job security and urges its

33 affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized should reduction in force

34 (RIF) occur, *including school closures*. Criteria should include seniority, objectivity, nondiscrimination, uniformity

35 of application, and affirmative action.[†] Should RIF become necessary, the number of administrators, supervisors, and

36 managers should be reduced at least in proportion to the number of other education employees being reduced. *The*

37 *RIF process must be conducted professionally and with respect for employee dignity*. Contracts should establish

38 recall procedures in which staff would be recalled in the reverse order in which they were laid off. Neighboring

39 districts are encouraged to establish jointly such procedures that on a regional basis would provide priority hiring of

40 laid-off education employees.

41 The Association also believes that local affiliates should—

- 42 a. Negotiate reduction in force policies that exclude performance evaluation from consideration in the RIF
- 43 process
- 44 b. Work cooperatively with governing boards and community leaders to assist in rehiring, relocating, and/or
- 45 providing alternative career training for laid-off education employees
- 46 c. Condemn the improper use of RIF to eliminate complete areas from comprehensive educational and pupil
- 47 personnel programs.

48 It must be recognized that the reduction of staff and/or nonreplacement of retiring and resigning educators are

49 both forms of reduction in force. (1975, 2014)

* 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 **F-21. Bargaining Protection [of] for Education Employees**

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

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

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

12 *The Association believes that when education employees are the victims of physical attack, verbal abuse, theft,*
13 *vandalism, or harassment—including incidents due to gender, sexual orientation and gender identity, or other*
14 *causes—they should receive the full support of their employer in pursuing legal and other remedies, as well as*
15 *receiving reimbursement for their personal and property loss. Time lost due to injuries from attacks should not be*
16 *deducted from accumulated sick leave or personal leave.*

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

22 [The Association believes that when education employees are the victims of physical attack, verbal abuse, theft,
23 vandalism, or harassment due to gender, sexual orientation and gender identity, or other causes, they should receive
24 the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their
25 personal and property loss. Time lost due to injuries from attacks should not be deducted from accumulated sick
26 leave or personal leave.]

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

29 The Association further believes that education employees have the right to refuse continued placement of the
30 student in their school related settings when the safety of other students or education employees is in question. (1970,
31 2009)

32 **F-22. Personnel Policies and Procedures**

33 The National Education Association believes that personnel policies and procedures should be written and
34 developed cooperatively by [local affiliates] *the exclusive representative of the bargaining unit (which is often the*
35 *local affiliate)* and their local boards of education or appropriate governing bodies. The Association also believes in a
36 cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be
37 made through the negotiation/problem-solving process *between the exclusive representative of the bargaining unit*
38 *and the employer.* (1969, 2014)

39 **F-54. School Nurses**

40 The National Education Association urges its affiliates to enroll school nurses in active membership and to seek
41 legislation that provides licensure/certification, inclusion in collective bargaining agreements, and achievement of an
42 appropriate school nurse-to-student ratio. Each site must have at least one school nurse to every 750 students, with
43 appropriate adjustments to safely accommodate students with special health needs and chronic illnesses.

44 The Association believes that professional development programs should be available to all licensed/certified
45 school nurses to augment their skills in delivering health care services and in [dealing with] *caring for* students with
46 disabilities. (1980, 2006)

47 **F-66. Funding of Retirement Plans**

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

- 49 a. When actuarial liabilities exceed actuarial assets, the state and/or employer must make the necessary
50 additional contributions to amortize the unfunded liability in no more than 30 years.

- b. When actuarial assets exceed actuarial liabilities, the state and/or employer should not reduce the rate of contributions below the normal cost of the plan.
- c. Employee contributions, if any, should be made on a pre-tax basis and be a percentage of total salary not to exceed the amount contributed by employers. The employer may pay part or all of the employee contribution.
- d. Credit for all wages and salary must be included in all retirement benefit calculations.
- e. *Charter schools should be required to participate in the relevant state and local retirement system(s).* (1969, 2018)

F-68. Characteristics of Retirement Plans

The National Education Association believes that all qualified retirement plans should contain a nondiscrimination clause and that retirement benefit plans should minimally include—

- a. No provisions in core plans to reduce benefits because of the existence of any annuity or retirement benefit source including Social Security; supplemental retirement plans designed to provide a leveling benefit must assure a level lifetime replacement income that significantly augments existing benefits for all members over time
- b. Benefits that comply with nondiscriminatory Internal Revenue Service (IRS) rules and regulations
- c. Joint survivor benefits that are equally available for spouses and domestic partners; joint survivor benefits for any other person that are available based upon IRS guidelines
- d. Disability or death benefits that are equally available for spouses, dependents, and domestic partners
- e. Provisions that define a full year of creditable service based upon working 80 percent or more of the contract year or 80 percent or more of the hours constituting a full year; partial year credit that is earned on a pro-rated basis for any service less than the minimum required to obtain a full year of creditable service
- f. Provisions for the option of allowing unused sick leave and other end-of-service payments to be used for retirement credit
- g. Provisions permitting the purchase of service credit earned while a member of another retirement system including any other public school district, Department of Defense Education Activity (DoDEA) schools or while in the Peace Corps, Volunteers in Service to America (VISTA), or military service
- h. Provisions permitting the purchase of service credit for sabbatical leaves, maternity/paternity/adoption leaves, and all leave provided by the Family Medical Leave Act (FMLA) where credit is not automatically given, and any other approved leaves of absence; members affected by any forced leave provisions or separation of service provisions that are unlawful under current law should be permitted to purchase service credit for those periods of leave or separations at any time prior to retirement at the lowest plan rate
- i. *Investments based upon environmental, social, and governance (ESG) principles*
- j. *Decarbonization of investment portfolios by moving toward a net-zero target*
- [i]k. Provisions for, upon termination of employment, the portability to other qualified pension plans for the full actuarial value of retirement credits earned
- [j]l. Disability retirement for a service-connected disability available to education employees from the first day of employment; non-service connected disability retirement shall be available for fully vested members; the benefit formula for disability retirement should yield benefits comparable to normal retirement benefits
- [k]m. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial tables that do not discriminate on the basis of race, gender, or national origin
- [l]n. Provisions for health benefits for retirees, their spouses, domestic partners, and dependents that include a fully-paid comprehensive health insurance plan regardless of Medicare eligibility; these benefits should be at least equal to those offered to full-time employees; those eligible for Medicare should be covered by a fully-paid comprehensive Medicare supplement insurance benefit that along with Medicare equals the benefits provided to full-time employees. (1969, 2021)

New F. Protection of Education and Other Public Employees from Student Violence

The National Education Association believes that education and other public employees should be protected from student violence. The Association also believes that schools and communities must develop policies and practices that promote safe working environments. These policies and practices should include procedures to report incidents of student violence, resolve complaints promptly, maintain records of these complaints, and protect the rights of all parties. (2024)

1 **I-1. Peace and International Relations**

2 The National Education Association recognizes the interdependence of all people. The Association believes in
3 the ideals of peace, freedom, and human dignity based upon respect for the individual and cultural diversity.

4 The Association supports the U.S. Institute of Peace, which provides publications, information, programs,
5 training, and research data in developing peacemaking and conflict resolution skills.

6 The Association urges all nations to develop treaties and disarmament agreements that reduce the possibility of
7 war, provide for the peaceful resolution of conflicts, and guarantee the rights of nations to exist within safe and
8 secure borders, free from the threat of pre-emptive attacks. The Association also believes that such treaties and
9 agreements should prevent the placement of weapons in outer space.

10 The Association supports the principles stated in the United Nations (UN) Charter and believes that the UN
11 furthers world peace and promotes the rights of all people by preventing war, racism, *ethnic cleansing*, and genocide.
12 The Association further believes that Education International contributes to peace and international relations by
13 promoting dialogue among the world's education employees. (1973, 2014)

14 **I-2. International Court of Justice**

15 The National Education Association believes that all people, including lawmakers themselves, are subject to the
16 rule of law and recognizes that the International Court of Justice is one instrument to resolve international disputes
17 peacefully *in order to help end the impunity of human rights violators, provide for the rule of law, and hold*
18 *accountable those who commit the gravest human rights crimes, including apartheid, genocide, crimes against*
19 *humanity, and war crimes.*

20 The Association urges participation by the United States in deliberations before the court *and adherence to its*
21 *rulings.* (1986, 2016)

22 **I-19. Use of Union-Made Products and Services**

23 The National Education Association recognizes the historical role of organized labor in its struggle for economic and
24 social justice. The Association advocates the use of union-made products and services. *The Association should*
25 *refrain from promoting businesses that demonstrate anti-union practices.* The Association supports the use of
26 informational campaigns, boycotts, or picket lines.

27 **I-25. Comprehensive Health Care**

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

33 **I-47. Disabilities Awareness**

34 The National Education Association believes that the human and civil rights of individuals with visible and
35 nonvisible disabilities must be protected. *The Association also believes that ableist language and practices are*
36 *harmful and must be eliminated. The chosen identifiers of individuals with disabilities must be respected.* The
37 Association encourages its affiliates to educate their own members, law enforcement, emergency responders, and the
38 public-at-large to bring about an awareness of disability issues. (1999, 2023)

39 **I-48. Accessibility for Persons with Disabilities**

40 The National Education Association believes that all buildings should be in compliance with the accessibility
41 standards of the Americans with Disabilities Act. The Association also believes that employees with disabilities are
42 entitled to medically necessary and reasonable accommodations necessary to perform the essential duties of their
43 jobs. *The Association further believes that events and proceedings should be structured to be able to provide*
44 *medically necessary and reasonable accommodations.* (1988, 2023)

45 **I-55. White Supremacy Culture**

46 The National Education Association believes that, in order to achieve racial and social justice, educators must
47 acknowledge the existence of white supremacy culture as a primary root cause of institutional racism, structural
48 racism, and white privilege. Educators must also work to prohibit institutionally racist systems and policies that have

1 governed our society and kept Native People, [and] Asian, Black, Latin(o/a/x), Middle Eastern and North African,
2 Multiracial, and Pacific Islander people* from full participation in American life. Additionally, the Association
3 believes that the norms, standards, and organizational structures manifested in white supremacy culture perpetually
4 exploit and oppress people of color and serve as detriments to racial justice. Further, the invisible racial benefits of
5 white privilege, which are automatically conferred irrespective of wealth, gender, and other factors, severely limit
6 opportunities for people of color and impede full achievement of racial and social justice. The Association believes
7 that, to aid in the efforts to eradicate hate caused by prejudice, stereotypes, and biases, school districts must provide
8 training in cultural competence, implicit bias, restorative practices and techniques, and racial justice. Therefore, the
9 Association will actively advocate for social and educational strategies fostering the eradication of institutional
10 racism and white privilege perpetuated by white supremacy culture. (2018, 2021)

11 **I-56. Racial Justice**

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

21 The Association also believes that honest and open conversations about the sources of institutional racism that
22 continue to threaten equity, fairness, and justice in our nation are necessary to produce the critical changes needed to
23 achieve racial healing and justice.

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

28 **New I. Educational Reparations**

29 *The National Education Association believes that, in order to achieve racial and social justice for descendants*
30 *of formerly enslaved peoples, educational reparations must be made. Educational reparations are defined as*
31 *measures, including legislation, financial supports, educational opportunities and corrective funding formulas*
32 *that seek to redress violations of Black people's human rights by providing a range of material and symbolic*
33 *benefits to individuals, families, and communities that have been negatively impacted by the influence of*
34 *racialized education policies. Educational reparations must be adequate, effective, prompt, and should be*
35 *proportional to the scale of the violations and the harm suffered.*

36 *The Association further believes that those educational reparations must be made to overcome years of white*
37 *supremacy laws and education policies such as redlining, inadequate and unequal school funding, tracking of*
38 *students, and the school-to-prison pipeline. Reparations may include:*

- 39 *a. Grant programs to fill in gaps in state education funding*
- 40 *b. Addressing the lack of equitable funding for Historically Black Colleges and Universities (HBCUs)*
- 41 *c. Addressing disproportionate identification of African American/Black special education students*
- 42 *d. Addressing insufficient funding for African American/Black students with exceptionalities*
- 43 *e. Grant programs to encourage more African American/Black descendants to enter the field of education*
- 44 *f. Legislation to eliminate property-tax-based education funding models*
- 45 *g. Equity-focused reviews of school discipline policies*
- 46 *h. Bias-free inclusive curricula that include the Black Diaspora*

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

- 1 *i. Student loan forgiveness*
- 2 *j. Support for technical degrees and colleges*
- 3 *k. Free public higher and further education for descendants. (2024)*

4 **J-5. Aspiring Educator Member Participation**

5 The National Education Association believes that eligible students should have the opportunity to join the
6 Association. The Association also believes that students should be encouraged to participate in the Association at the
7 local, state, and national levels. Preprofessional and leadership training should be priorities.

8 The Association further believes that its members should promote membership in the NEA Aspiring Educator
9 Program to all eligible students, including student teachers in members’ classrooms, and provide opportunities for
10 community outreach, professional development, *racial and social justice advocacy*, and political action. The
11 Association believes that advisors of NEA Aspiring Educator chapters should be members of the Association.

12 The Association believes that state affiliates should facilitate the establishment of chapters in all higher education
13 institutions that offer teacher preparation programs.

14 The Association also believes that local and state affiliates should collaborate with student programs in order to
15 facilitate the transition from student to professional membership status within the Association so that Aspiring
16 Educator members become involved in the activities and leadership pathways of the professional Association and its
17 affiliates. (1991, 2018)

18

Procedures for Consideration of NEA Resolutions

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

The *Report of the NEA Resolutions Committee* is posted to the Delegate Resources page of the RA website at www.nea.org/ra and is distributed to delegates on the first day of the Representative Assembly. The complete NEA Resolutions document is made available at the same location in the *Summary of Winter Committee Meeting Actions*. Resolutions contained in the *Report of the 2023–2024 NEA Resolutions Committee* represent the final recommendations of the committee.

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

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

Proposed amendments will be considered beginning with the goal area containing the final resolution debated at the preceding Representative Assembly. The committee’s report to the 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.

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2023–2024 NEA RESOLUTIONS COMMITTEE**