NATIONAL EDUCATION ASSOCIATION

REPORT OF THE
2015–2016 NEA RESOLUTIONS COMMITTEE

NEA Representative Assembly

July 4–7, 2016
Table of Contents
The Report of the 2015–2016 NEA Resolutions Committee contains all proposed revisions approved by the committee at both its winter meeting and summer meetings. The report is distributed to delegates on the morning of the first day of the Representative Assembly. Resolutions contained in this report represent the final recommendations of the committee.

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 (2016).

A-11. Historically Black Colleges and Universities ................................................................. 4
[B-37. Correspondence Programs] .......................................................................................... 4
B-48. Physical Education ....................................................................................................... 4
B-53. Sex Education ............................................................................................................. 4
B-67. Assessment of Student Learning .................................................................................... 5
B-78. Distance Education ...................................................................................................... 5
B-79. Communication Between Hearing and Deaf/Hard of Hearing People ......................... 6
New B. Health Education .................................................................................................... 6
C-2. Vaccinations .................................................................................................................. 6
C-5. Comprehensive School Health, Social, and Psychological Programs and Services ....... 6
C-6. [Infectious] Communicable Disease Prevention .............................................................. 8
C-8. Physical Activity and Recess .......................................................................................... 8
C-13. Student Sexual Orientation and Gender Identity ............................................................ 8
C-15. Tobacco/Vaping Products ........................................................................................... 8
New C. Complex Trauma ....................................................................................................... 9
New C. Learning Through Play ............................................................................................ 9
D-1. The Teaching Profession ............................................................................................... 9
D-6. Teacher Preparation Programs: Content and Evaluation ................................................. 10
D-11. [Teacher] Educator Career Paths ................................................................................. 11
D-15. Professional Development for Education Professionals ............................................. 11
D-16. Professional Development for Education Support Professionals ................................................. 12
D-17. Professional Development Resource [Centers] Services ............................................................. 12
D-21. Education Employee Evaluation .................................................................................................. 12
E-11. Professional Discretion in the Classroom ..................................................................................... 13
F-1. Nondiscriminatory Personnel Policies/Affirmative Action ............................................................ 14
F-8. Salaries and Other Compensation .................................................................................................. 14
F-16. Constitutional and Civil Rights—Employment Protection ............................................................ 15
F-29. Education Employees Injured on the Job .................................................................................... 15
F-31. Subcontracting/Contracting Out ................................................................................................... 15
F-33. Right to Privacy for Education Employees .................................................................................... 16
F-36. Protection of Education Employees from Workplace Bullying ..................................................... 16
G-3. Licensure ....................................................................................................................................... 16
H-3. The Right To Vote ........................................................................................................................... 17
New H. Economic Fairness in a Democracy ............................................................................................ 17
I-2. International Court of Justice ........................................................................................................ 17
I-4. World Hunger .................................................................................................................................. 17
I-10. Global Environmental Restoration ............................................................................................... 17
I-13. Civil Rights .................................................................................................................................... 17
I-24. [Invasion of] Right to Privacy ........................................................................................................ 18
I-25. Freedom of Religion .................................................................................................................... 18
I-26. Freedom of Creative Expression ................................................................................................... 18
I-33. Gun-Free Schools and the Regulation of Deadly Weapons ............................................................ 18
I-35. Military Personnel and Veterans ................................................................................................... 19
I-59. Sexual Harassment ....................................................................................................................... 19
Procedures for Consideration of NEA Resolutions .............................................................................. 20
A-11. Historically Black Colleges and Universities

The National Education Association recognizes that Historically Black Colleges and Universities (HBCUs) have played a vital role in helping Americans in their efforts toward building a truly pluralistic society. The Association believes that the programs of HBCUs should continue to be reviewed and updated so that they maintain diverse and quality faculties and student bodies.

The Association urges its affiliates to be in the forefront of all efforts that seek to support, maintain, and promote these invaluable institutions, their programs, and their full participation in the mainstream of education. The Association also believes that closing, downgrading, or merging HBCUs is not in the best interest of the educational community. (1980, 2012)

[B-37. Correspondence Programs]

The National Education Association believes that state and local school correspondence programs that are funded by state or local school districts must be implemented by licensed educators. These alternative programs must use a curriculum approved by the state education agency. A student’s progress must be documented and monitored by a licensed educator. Such approved courses must be transferable as graduation requirements for the participant. (1988, 1993)

B-48. Physical Education

The National Education Association believes that physical activity and exercise are essential for good health and must be encouraged during the developmental years of students. The Association also believes that a comprehensive program of physical education should be provided daily in grades preK through adult in or on facilities designed for that purpose. Physical education programs and curricula should follow national standards as set forth by the appropriate professional organizations; should be developmentally appropriate, sequential, cooperative in nature, and culturally and gender sensitive; and should—

a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic movement; and related concepts and knowledge

b. Assess students, including physical fitness testing, as a culmination of preparatory activities, and develop a fitness plan that is tracked for progress

c. Include instruction in basic lifesaving techniques

d. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities

e. Be taught by teachers licensed in physical education

f. Be taught with the same student/teacher ratio as other grade-level class sizes and be provided the same amount of planning time[

g. Provide staff training on policies and procedures that address issues of sexual orientation, gender identity, and gender expression. (1991, 2015)

B-53. Sex Education

The National Education Association believes that the developing child’s sexuality is continually and inevitably influenced by daily contacts, including experiences in the school environment. The Association recognizes that sensitive sex education can be a positive force in promoting physical, mental, emotional, and social health and that the public school must assume an increasingly important role in providing the instruction. Teachers and health professionals must be qualified to teach in this area and must be legally protected from censorship and lawsuits.

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

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

a. Sexual abstinence, birth control, family planning, prenatal care, parenting skills, the effects of substance abuse during pregnancy, and the issues associated with pre-teen and teenage pregnancy

b. Diversity of culture and diversity of sexual orientation and gender identity

c. Sexually transmitted diseases including HIV and HPV, incest, sexual abuse, sexual harassment, and homophobia[]
d. Age-appropriate, medically accurate information including lesbian, gay, bisexual, transgender, and questioning (LGBTQ) issues. This should include but not be limited to information on sexuality, sexual orientation, and gender expression.

e. Sexual violence and affirmative consent, being defined as sexual activity deemed consensual if both parties clearly declare their willingness to participate through a voluntary, conscious, and affirmative agreement. (1969, 2008)

B-67. Assessment of Student Learning

The National Education Association supports ongoing comprehensive assessment of student growth. A student’s level of performance is best assessed with authentic measures, including but not limited to [homework] extended curricular activities and opportunities, directly linked to the lessons taught and materials used by teachers.

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

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

The Association also believes that no one measure should be used to determine a student’s performance. Teachers should utilize a variety of measures to accurately assess student growth. All methods of assessment shall provide the necessary accommodations, modifications, and exemptions, and be free of cultural, racial, and gender biases.

The Association further believes that classroom teachers must be involved in the development of assessment systems and are best qualified to determine the criteria for assessment of students and dissemination of results. Instruments used to communicate student progress must be accurate and meaningful to students, parents/guardians, and other stakeholders.

The Association believes that the type and the amount of homework assigned should be determined by the classroom teacher and be appropriate to a student’s developmental level. (1981, 2015)

B-78. Distance Education†

The National Education Association believes that quality distance education 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 take participate in distance education courses should receive the preparation and support necessary to enable them to function effectively in an online or correspondence environment, which at a minimum should include—

a. Supervision and instruction provided by fully qualified, certified, and/or licensed educators
   [a] b. Appropriate services, equipment, technical support, libraries, and laboratories
   [b. Appropriate services for elementary/secondary students, including on-site education employees to monitor student performance and act as a liaison to the distance education instructor]
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. [Courses that are as rigorous as similar courses delivered by more traditional means] Curriculum approved courses comparable to similar courses delivered by traditional means and approved by the state education agency
g. [Courses that meet accreditation standards] Courses that are transferable from school to school or for graduation requirements.

† See Policy Statement on Digital Learning adopted by the 2013 Representative Assembly, which sets forth the Association’s full position dealing with this subject.
B-79. Communication Between Hearing and Deaf/Hard of Hearing People

The National Education Association believes that the lack of communications between hearing and the deaf/hard of hearing has detracted from the potential of a broadly distributed group to contribute fully to our total society.

The Association recommends that instruction be given to hearing students, staff, and administrators that will help them understand the unique needs of all deaf/hard of hearing people and will help hearing students, staff, and administrators communicate with deaf/hard of hearing people.

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

The Association [also] further believes that American Sign Language should be offered as a foreign/world language elective credit at both high school and college levels.

The Association [further] believes that educational sign language interpreters/transliterators must be qualified professionals who are licensed, state credentialed, or nationally certified. (1974, 2004)

New B. Health Education

The National Education Association believes that to promote health and wellbeing, all students preK through adult should have access to health curricula. Licensed and certified professional personnel should develop, implement, and coordinate health curricula.

The Association also believes that health education programs in the schools should provide a planned, sequential health education curricula for preK through adult education that—

a. Promotes sound nutrition and that includes education concerning the health risks associated with obesity and eating disorders

b. Integrates various health topics (such as drug abuse, violence, safety issues, universal precautions, sex education, HIV education, and the dangers of performance-enhancing dietary herbal supplements)

c. Enables students to develop the essential knowledge and skills to maintain personal, family, and community health. (2016)

C-2. Vaccinations

The National Education Association believes that [vaccinations] vaccines are [an] essential medical [tool] tools in [combating contagious disease] preventing infectious diseases. The Association acknowledges that [the effectiveness of a vaccine depends in part on its prevalence] vaccines must be pervasive to be effective.

The Association also believes that parents/guardians should follow vaccination guidelines from the American Academy of Pediatrics and Centers for Disease Control and Prevention. The Association further 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. Evidenced-based vaccination campaigns are integral in maintaining student and community health. (2015)

C-5. Comprehensive School Health, Social, and Psychological Programs and Services

[The National Education Association believes that to promote health and wellbeing every student, preK through higher education, should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services can be effective where interactive and coordinated partnerships between social, school, home, and community resources exist.

The Association also believes that schools should provide—

a. A healthful psychological climate and a safe physical environment

b. Food services that provide nutritious meals and that help students to select nutritionally appropriate foods and beverages.

The Association further believes that programs in the schools should provide—

a. A planned, sequential health education curriculum for preK through adult education that promotes sound nutrition and that includes education concerning the health risks associated with obesity and eating disorders

b. A planned, sequential health education curriculum for preK through adult education that integrates various health topics (such as drug abuse, the dangers of performance-enhancing dietary herbal supplements, violence, safety issues, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health
The Association believes that services in the schools should include—

a. Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students

b. Service providers and methods that identify, diagnose, and resolve learning disabilities and other conditions that adversely affect the ability to learn

c. Psychological services provided by a certified school psychologist that promote the mental health of students through prevention, identification, early intervention, and remediation of specific mental health issues that interfere with the learning process; that provide crisis intervention of traumatic events; and that provide mental health counseling

d. A psychologist-to-student ratio of at least one school psychologist to every 500–700 students in the school population with adjustment to adequately accommodate students with serious emotional disabilities

e. School/guidance counseling programs provided through a maximum counselor-to-student ratio of one to every 250 students by appropriately certified and/or licensed school counselors who have been trained to support students in realizing their full potential in all areas of growth and achievement. School counselors should spend at least 80 percent of their time providing guidance and counseling services to students

f. Health services provided by a licensed professional school nurse that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems; that provide first aid and triage of illness and injuries; and that provide health counseling

g. A nurse-to-student ratio at each site that is at least one school nurse to every 750 students in the school population with adjustments to safely accommodate students with special health needs and chronic illness

h. Comprehensive school-based, community-funded student health care clinics that provide basic physical and mental health, and health care services that include access to social services (which may include diagnosis and treatment) to supplement school nurses

i. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use

j. Coordination with community agencies for support and follow-up activities.

The Association also believes that all health, social, and psychological services must be provided only by appropriately licensed and certificated professional personnel. The Association further believes that education employees, parents/guardians, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of these services.

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

The National Education Association believes that to promote health and wellbeing every student, preK through higher education, should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services can be effective with ongoing communication and coordinated partnerships between social, school, home, and community resources.

The Association believes that all health, social, and psychological services must be provided only by the appropriately licensed and certificated professional personnel. The Association further believes that education employees, parents/guardians, students, and personnel from community agencies providing services to students must be involved in the development, implementation, and coordination of these services.

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

a. School counseling programs providing a focus on academic, career and social/emotional development so students achieve success in school and are prepared to lead fulfilling lives as responsible members of society; school counselors spending at least 80 percent of their time providing direct services to students, with a maximum counselor/student ratio of 1:250

b. Health services, provided by a licensed school nurse, promoting the health of students through prevention, case finding, early intervention, and remediation of specific health problems, with a nurse-to-student ratio at each site that is at least one school nurse to every 750 students, with adjustments to safely accommodate students with special health needs and chronic illness
c. School psychological services promoting the mental health of students through prevention, identification, early intervention, and remediation of specific mental health issues that interfere with the learning process and providing crisis intervention of traumatic events and mental health counseling, with a psychologist-to-student ratio of at least one to every 500–700 students, adjusting to adequately accommodate students with serious emotional disabilities.

d. School social work services providing crisis intervention, individual and group counseling, behavior management, and coordination with student families and community resources, with a maximum social worker/student ratio of 1:250.

e. Other specialized clinicians who identify, diagnose, and accommodate learning disabilities and other conditions adversely affecting the ability to learn and succeed in a school setting.

f. Family-planning counseling and access to birth control methods with instruction in their use, if deemed appropriate by local choice.

g. A healthful psychological climate and a safe physical environment at the building, classroom, and individual levels.

The Association urges its affiliates to support legislation to provide comprehensive care to all children and supports community, state, and national efforts to coordinate these services. (1969, 2014)

C-6. [Infectious] Communicable Disease Prevention

The National Education Association believes that, for all employees [each school year], school districts and educational institutions, working in collaboration with school nurses and local health authorities, should initiate professional development about [infectious] communicable diseases and their prevention. This information should be disseminated to all students, parents/guardians, and staff as appropriate. (2010, 2015)

C-8. Physical Activity and Recess

The National Education Association believes that regular physical activity provides an active form of learning that encourages a healthy lifestyle and promotes physical, mental, and emotional wellness. This physical activity should be provided through physical education classes, recess, and movement activities scheduled throughout the day.

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

The Association further believes that withholding recess should be implemented sparingly and at the discretion of the classroom teacher. (2010, 2015)

C-13. Student Sexual Orientation and Gender Identity

The National Education Association believes that all persons, regardless of sexual orientation or gender identity, should be afforded equal opportunity and guaranteed a safe and inclusive environment within the public education system. The Association also believes that, for students who are struggling with their sexual orientation or gender identity, every school district and educational institution should provide counseling services and programs—staffed by trained personnel—that deal with high suicide and dropout rates and the high incidence of teen prostitution. The Association further believes that therapies designed to alter a student’s orientation or identity are harmful to the emotional development of lesbian, gay, bisexual, transgender, and questioning (LGBTQ) students. [These services and programs shall be staffed by trained personnel.] (1988, 2002)

C-15. Tobacco/Vaping Products

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

The Association also believes that all governmental promotion of, subsidies for, and involvement in production and distribution of tobacco and vaping products should cease.

The Association further believes that all places of public accommodation should be smoke-free and that taxes on tobacco and vaping products should be increased. (1994, 2002)
**New C. Complex Trauma**

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

The Association further recognizes the risks of secondary trauma faced by those who support these children and that they, themselves, may need support.

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

The Association also believes that school districts should provide complex trauma training for education employees, and programs to address the effects of trauma. (2016)

**New C. Learning Through Play**

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

The Association further believes that play increases student abilities in the areas of critical thinking, problem solving, creativity, executive functioning, communication skills, empathy, and self-regulation.

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

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

**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. To achieve this goal, the profession must be composed of individuals who meet the highest standards. These standards must be established, maintained, and governed by the 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.

The Association believes that the NEA Principles of Professional Practice define the knowledge, skills, and dispositions a quality teacher should possess.

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.

(1998, 2009)
D-6. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that teacher preparation programs must—

a. Involve licensed preK through adult education teachers who are currently practicing in their field of expertise in the design, implementation, evaluation, and systematic change of the program
b. Involve students preparing to teach in the evaluation and improvement of the program
c. Involve teacher educators who are licensed and practicing in their field of expertise and who also demonstrate practical knowledge of schools and classroom teaching
d. Include proactive recruitment practices to diversify the teaching staff
e. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
f. Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques
g. Include instruction and field experience in the uses of appropriate technology for managing and advancing instruction
h. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide strategies and techniques for teaching and interacting with culturally diverse students
i. Include instructional content and experiences that address how economic and/or housing status affect a child’s readiness and ability to learn and function in a school setting and that provide specific techniques for teachers who teach children of poverty
j. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment
k. Include instructional content and experience in research and information skills, group processes, shared decision making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations
l. Include a variety of field experiences throughout the preparation program culminating in clinical practice
m. 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
n. Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and challenges of shared decision making, problem-solving, and strategic planning
o. Include instructional content in awareness and educational programs of all special education areas recognized by federal law
p. Provide access to professional and preprofessional organizations related to the education profession and areas of certification
q. Provide teacher candidates with resources and practice opportunities to prepare for performance assessments for licensure/certification
r. Promote involvement in an NEA Student Program local chapter that provides opportunities for community outreach, professional development, and political action
s. Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that ensures accreditation is achieved and maintained


The National Education Association believes that, to provide the highest quality of education to all students, hiring practices must ensure that all teaching positions be filled by highly qualified professionals. The Association also believes that hiring policies and practices must be nondiscriminatory and include provisions for the recruitment of a diverse teaching staff. The National Education Association believes that nondiscriminatory hiring policies and practices that actively recruit a highly qualified, diverse teaching staff provide the highest quality of education for students.
The Association also believes that candidates for teaching positions must have completed a teacher education program meeting the Council for the Accreditation of Educator Preparation (CAEP) standards and be licensed in the field of the specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of the students and faculty, the goals of the school district, and the philosophy of the school.

The Association further believes that classroom teachers must have an active role in the hiring process, including the development of selection criteria, job descriptions, and interview instruments, and must participate in the interview and selection process. (1999)

D-11. [Teacher] Educator Career Paths

The National Education Association believes that a teacher’s an educator’s primary responsibility is student learning and that leadership by teachers educators is essential to serving the needs of students, schools, and the teaching education profession. The development of well-designed career paths can promote and nurture effective teaching instruction. Career paths should—

1. Be developed through collective bargaining or in nonbargaining jurisdictions be developed collaboratively by Association members and local boards
2. Be adequately funded and sustainable
3. Be voluntary
4. Be fair and equitable with transparent criteria, based on professional standards
5. Include compensation that recognizes additional responsibilities, knowledge, and/or skills
6. Include ongoing professional development
7. Allow teachers educators to move between paths without penalty and support these transitions with programs, resources, and funding wherever possible
8. Contain a comprehensive evaluation system that includes an appeal procedure.

D-15. Professional Development for Education Professionals

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

1. Be based upon clearly articulated goals reached by consensus of the school community
2. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
3. Support education professionals in meeting the needs of students
4. Be incorporated into and aligned with (not added to) professional work expectations
5. Be standards-referenced and incorporate effective practice, relevant data, and current research
6. Be supported by adequate resources
7. Be career-long, rigorous, and sustained
8. Stimulate intellectual development and leadership capacity
9. Balance individual priorities with the needs of the school and the district
10. Include an ongoing assessment and evaluation component to determine effectiveness
11. Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants
12. Be modified in response to feedback from ongoing assessments and participants’ evaluations

13. Not usurp
14. Preserve regular planning time for teachers
15. Provide—
   • training and ongoing support for the implementation of new and expanded programs/skills
   • training and ongoing support in the development of new and revised curricula and instructional strategies
   • time during the regular work day and work year for inquiry, research, reflection, and collaboration
   • time for individual and collaborative study of student data to improve student learning
   • opportunities for mentoring/peer coaching with colleagues on an ongoing basis
   • a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
   • opportunities to assume new roles and career paths, including leadership positions
• flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
• opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR and the proper use of Automated External Defibrillators
• training and ongoing support for the use of technology as an instructional tool. (1976, 2015)

D-16. Professional Development for Education Support Professionals

The National Education Association believes that continuous professional development [should be] is required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should ensure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation for education support professionals to achieve and maintain the highest standards of professional practice in order to meet the needs of the whole student. [The Association also believes that professional] Professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education support professionals. [The Association further believes that these professional development] These course offerings should be ongoing throughout the school year and [should be] made available by both [the] states and [the] school districts. Professional development programs should ensure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. (1998, 2011)

D-17. Professional Development Resource [Centers] Services

The National Education Association believes that [state/regional] professional development resource [centers] services provide an opportunity for education employees to share resources, experiences, and ideas for professional growth. The Association also believes that these [centers] services should be established, funded, and accessible to all education employees. The Association further believes that members from local affiliates [served by a center] should [comprise a majority of the membership of the professional development resource center policy board] actively participate in the development and implementation of these services. (1982, 1999)

D-21. Education Employee Evaluation†

The National Education Association believes that formal performance-based evaluations must [be augmented by] include formative evaluation components in order to assure the [continuing] competency of all education employees in their respective fields.

Effective evaluation procedures supported by professional development programs will enable all education employees to [keep abreast of developments] be informed in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, [identify deficiencies in performance.] identify professional growth goals, and provide options for achieving these goals. [such as counseling, training programs, a remediation plan, and opportunities to observe peers.]

The Association also believes that evaluations of teachers must be comprehensive [—], based on multiple indicators providing teachers with [clear and actionable] timely feedback and support to enhance their practice. [— with components] Components of effective evaluation [that] must include indicators of teacher practice, teacher contribution and growth, and contribution to student learning and growth. [The Association further believes that high] High quality, developmentally appropriate standardized tests that provide valid, reliable, timely, and [meaningful] relevant information regarding student learning and growth may be used as an indicator for quality, formative evaluation. However, [Standardized tests] even if deemed valid and reliable, standardized tests [may] must not be used to support any employment action against a teacher.

[If, following] Following [such] an evaluation, a teacher’s practice fails to meet performance standards, a teacher should be provided with clear notice of [the] any deficiencies areas of suggested growth and an improvement plan should be developed by the teacher, local association, and employer. After [being given sufficient time, training, and opportunity for improvement,] completing the improvement plan, [a person] the teacher is then formally reevaluated, and if incompetence can be documented, dismissal proceedings with guaranteed due process

† See Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly, which sets forth the Association’s full position dealing with this subject.
may be instituted]. **If dismissal proceedings based on an unsatisfactory evaluation rating are warranted, the teacher is guaranteed the right to due process.** Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems. An administrator must complete evaluations in accordance with the timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An administrator’s failure to complete an evaluation must not negatively impact an education employee.

The Association believes that classroom teachers, without fear of discipline or negative evaluation, must be given the discretion to modify the pace of predetermined progress rates, dictated pacing guides, and mandated scripted lesson pacing charts.

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

a. Clear performance expectations that are specific to the job description
b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely consultation after each visit
c. A written evaluation report to be provided to the person being evaluated
d. Opportunity for a written response prior to the placement of the evaluation in the personnel file
e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair and unbiased evaluation of the education employee
g. An unbiased appeals process with an evidentiary hearing under oath.

The Association also believes that procedures for evaluation of administrators should include evaluations by education employees who are directly supervised by them.

By participating in an evaluation process, an education employee shall not waive his or her right to due process in any subsequent contractual or legal proceeding. (1969, 2014)

**E-11. Professional Discretion in the Classroom**

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

The Association also believes that teachers are best suited to develop and deliver appropriate instructional programs and classroom assessments that are consistent with state curriculum standards. The Association further believes that direct observation of students and analysis of data by the classroom teacher must guide instructional decisions without fear of reprisal.

The Association believes that, while programs focusing on scripted learning and pacing charts can serve as frames of reference, it is still incumbent on the classroom teacher to evaluate the efficacy of all instructional programs and classroom assessments and to modify them when necessary in order to address the needs and facilitate the success of each student. *Educational materials and resources should not replace or serve as a substitute for the teacher in the delivery of instruction.* (2006, 2009)

**E-12. Intellectual Property and Access to Copyrighted Materials**

The National Education Association believes that education employees should own the copyright to materials they create in the course of their employment. Ownership rights of education employees who create copyrightable materials should not prevent education employees from making appropriate use of such materials in providing educational services to their students. Employees should have the right to display, reproduce, and distribute copyrighted materials for educational purposes.

[The Association also believes that any materials created by an education employee should not replace or serve as a substitute for the teacher in the delivery of instruction.]

The Association further believes that students should own the copyright to materials they create in the course of their studies and, in the case of graduate students, to materials they create while working as teaching or research assistants. (1969, 2012)

**E-14. Impact of Federal and State Legislative Mandates**

[The National Education Association believes that federal and state mandates regarding school programs should be broad, general guidelines, must be fully funded, and must not be based on student achievement. Mandated programs and requirements should be established or eliminated only in conjunction with the Association and its state]
and local affiliates. Mandates should be assessed at the local, state, and national levels by stakeholders, including the Association and its state and local affiliates, with particular attention to the impact on students, education employees, school programs, and finances.

The National Education Association believes that federal and state mandates regarding school programs should be broad guidelines and be fully funded without basing funding on student achievement and/or educator evaluation. The mandates and their evaluations should be established and assessed in collaboration with the Association and its state and local affiliates and focus on the impact on students, education employees, school programs, and finances. (1979, 2007)

F-1. Nondiscriminatory Personnel Policies/Affirmative Action†

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, physical disability, political activities, professional association activity, age, size, marital status, family relationship, gender, sexual orientation, [or] 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 employment of men in underrepresented education categories should also be developed and implemented. It may be necessary therefore to give preference to men in recruitment, hiring, retention, and promotion policies to overcome past discrimination. (1969, 2015)

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 [classroom teachers to remain in the classroom and support professionals] 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 not be 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.

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

† See Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly, which sets forth the Association’s full position dealing with this subject.
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.

The Association further believes that, if school districts consolidate or separate, education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2011)

F-16. Constitutional and Civil Rights—Employment Protection

The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its commitment to protect 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 employees.

The Association also believes that all levels of government should monitor and enforce fair employment practice laws. The Association and its affiliates, working with federal, state, and local officials and agencies, shall work to promote enactment of and compliance with such laws and seek to include these rights in contractual agreements.

The Association further believes that education employees should be free to participate in legal and constitutionally protected activities in private life without fear of workplace reprisal, discipline, or termination. (1991, 2008)

F-29. Education Employees Injured on the Job

The National Education Association believes that the legal rights of education employees injured on the job must be protected.

The Association encourages its [state] affiliates to [assist members injured on the job so that those members have access to information regarding employment-related injuries and so that state affiliates may protect the rights of those members.] protect the rights of injured members and provide access to information regarding employment-related injuries. (2000, 2007)

F-31. Subcontracting/Contracting Out

The National Education Association believes that public school services should be performed by public education employees. The Association opposes, in public school districts and educational institutions, subcontracting/contracting out arrangements that

The National Education Association believes that public school employees should perform public school services. When public schools are unable to provide services, subcontracting/contracting out arrangements should not—

a. Transfer or displace education employees
b. Replace full-time positions with temporary, part-time or volunteer workers
c. Replace services that are, or could feasibly be, provided by public education employees
d. Abrogate previously contracted benefits, reduce compensation, deny benefits, and/or reduce or eliminate accumulated retirement experience and benefits
e. [Have not been agreed to by] Be implemented without agreement from the affected affiliate.

Where subcontracting exists, the Association believes that all personnel who are employed through the subcontractor to work in the school district or educational institution must meet the highest standards of accountability. The subcontractor must conduct background checks prior to allowing employees to work in the school district or educational institution and submit validation of its findings to the school district or educational institution and must provide continuing evaluation and supervision of these employees. The Association insists that such criminal background checks must provide that—

a. Information collected will not be released to boards of education in a form other than a statement of qualification but be kept by the investigating state or national agency
b. Every employee or potential employee has a right to due process and access to records
c. Clear, specific, observable, and objective evidence of rehabilitation for past offenses is included
d. Any fee for background checks shall not be borne by the employee or potential employee. (1977, 2006)
F-33. Right to Privacy for Education Employees

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

a. Freedom from audio or video surveillance without the prior written permission of the individual
b. Freedom from harassment by individuals, organizations, or businesses due to unauthorized release or sale of employee records
c. Protection from exploitation via [telephone and the Internet] phone and electronic media
d. Computer access in a private and secure setting
e. Security of computer files, passwords, and user codes from inappropriate or unauthorized access
f. Authority to refuse a polygraph, lie detector, or other invasive method of evidence collection.

The Association also believes that fingerprinting is acceptable only for the purpose of a pre-employment or pre-licensure check for criminal records that are pertinent to education employment. The Association opposes fingerprinting as a condition of continued employment or licensure. The Association further believes that all costs of fingerprinting must be borne by the employer or licensing agency. (1999, 2012)

F-36. Protection of Education Employees from Workplace Bullying

The National Education Association believes that education employees should be protected from workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The Association encourages its affiliates to work with school districts and institutions of higher education to discipline any administrator, teacher, staff member, 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. (2011, 2015)

G-3. Licensure

The National Education Association advocates rigorous quality teaching standards [such as those found in the NEA Principles of Professional Practice] for entry into the teaching profession. As established by professional standards boards, these quality teaching standards must include each of the following concepts:

- high academic performance
- extensive clinical practice and field experience
- demonstrated knowledge of subject matter
- demonstrated knowledge of pedagogy, child development, and learning acquisition.

Teacher licensure programs, including alternative routes, must be equal in rigor and focus, and based upon quality teaching standards in order to prepare candidates for the initial teaching license.

Assessments used to measure teacher skill, knowledge, and instructional competency must be valid and unbiased and should be included as one element of comprehensive assessment for completion of a teacher preparation program as well as for licensure into the profession.

[Assessments of teacher candidates should be determined by professionals who are able to observe the candidate personally and provide direct feedback regarding the performance of the candidate.] Multiple measures should be used to determine teaching readiness with evidence and feedback from university faculty and cooperating teachers as key factors.

The Association opposes licensure processes that lower or eliminate any of the standards outlined above, including "testing-only" approaches to teacher licensure.

The Association asserts that a teaching license should signify that an individual entering the teaching profession is competent to teach. A teaching license must be recognized as the primary requirement for employment in every primary, secondary, and adult education public and private school. The Association believes that all states should offer appropriate preK licensure. No license should be issued unless an individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments should be
permitted outside the teacher’s area of licensure without appropriate concurrent retraining supported by the local
district.

The Association urges the elimination of state statutes/regulations that require teachers to renew their licenses.
Where such renewal continues to be required, it should be based on continued growth and professional development.
Standardized literacy and basic skills tests to determine competency should not be used.

Any nonrenewal, revocation, or significant change to the licensure of an education employee should follow
procedural and substantive due process. Licensure should not be impacted solely by a nonrenewal or termination of
specific employment.

The Association supports regulations that would put professional educators, the majority of whom are licensed
and practicing public school teachers, in state licensing agencies.

The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, economic,
gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2015)

H-3. The Right To Vote

The National Education Association believes that the principle of one-person—one-vote must apply at all levels
of government, including the election of the President of the United States.

The Association recognizes the right to vote as a constitutional right guaranteed to all eligible citizens. The
Association supports the continued maintenance of the provisions of the Voting Rights Act of 1965.

The Association also supports voting and absentee provisions that are accessible, simplified, accurate, reliable,
and verifiable for all elections and further supports election administrations that provide for open, fair, secure, and
publicly verifiable ballot counting.

The Association opposes all actions that encourage or result in voter disenfranchisement. The Association
supports reinstatement of voting rights following release from prison and/or completion of probation.

The Association supports voter education programs and uniform registration requirements without restrictive
residency provisions or restrictive identification requirements. (1971, 2006)

New H. Economic Fairness in a Democracy

The National Education Association believes that basic economic fairness is vital for a fully functioning
democracy. The Association also believes that measures such as progressive taxation, estate taxes, a higher
minimum wage, affordable higher education, and a strong social safety net are appropriate tools to reduce
extreme income inequality and improve economic fairness. (2016)

I-2. International Court of Justice

The National Education Association believes that all people, including lawmakers themselves, are subject to [in
the concept of] the rule of law [throughout the world] and recognizes that the International Court of Justice is one
instrument to resolve international disputes peacefully.

The Association urges participation by the United States in deliberations before the court. (1986, 1997)

I-4. World Hunger

The National Education Association believes that worldwide attention needs to be focused on food [insecurity]
security. The Association supports continued relief to those in need as well as education concerning world hunger
and its effects so that they may develop the capacity and the commitment to resolve these problems. (1975, 2015)

I-10. Global Environmental Restoration

The National Education Association believes that when pollution occurs the responsible entities must be
accountable for an expeditious, complete cleanup and restoration of the environment and [its ecological systems]
ecosystems. In addition, the Association supports international efforts to reduce the levels of toxic metals and
chemicals in the food chain. (1990, 2005)

I-13. Civil Rights

The National Education Association is committed to the achievement of a totally integrated society. The
Association calls upon Americans to [eliminate] create—by statute and practice—a country free from barriers of
race, color, national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, gender
identity, age, disability, size, 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 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 opposes any federal, state, or local law; executive order or presidential signing statement; and/or amendment to the U.S. or state constitutions that curtail basic civil rights including the right to habeas corpus. (1969, 2008)

I-24. [Invasion of] Right to Privacy

The National Education Association believes that every individual has a right to privacy. The Association continues to be concerned about the indiscriminate surveillance of citizens or groups by private and public agencies or individuals, especially the posting of addresses, phone numbers, and/or travel routes of individuals on Internet Web sites. The Association condemns the use of information gathered and stored and the exchange of such information, including library patron, medical, e-mail, social media, and credit card records, without explicit release from the person or persons involved.

The Association also believes that rights to privacy and confidentiality must be guaranteed through federal and state legislation. (1970, 2014)

I-25. Freedom of Religion

The National Education Association believes that freedom of religion is a fundamental human right. The Association also believes that choice of religion is an intensely personal decision. Instruction in religious doctrines and practices is best provided within a family setting and/or by religious institutions.

The Association further believes that schools should teach the rights and responsibilities associated with the freedom of religion, the religious heritage and diversity of the United States, respect for the beliefs of others, and the historical and cultural influences of various world religions.

The Association believes that local school boards should adopt policies that govern religious activities on school property. Such policies must respect the separation of church and state; govern voluntary, student-led meetings with adult supervision before or after [normal] regular school hours; treat all religions on an equal basis; and protect the rights of students and education employees.

The Association also believes that the constitutional provisions on the establishment of and the free exercise of religion in the First Amendment require that there be no sectarian practices in the public school program. The Association opposes the imposition of sectarian practices in the public school program and urges its affiliates to do the same.

The Association also opposes any federal legislation or mandate that would require school districts to schedule a moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal funds. (1995, 2008)

I-26. Freedom of Creative Expression

The National Education Association supports freedom of creative expression [in the creative arts] and therefore deprecates any efforts by governments to suppress, directly or indirectly, such expression. The Association also supports the freedom of publicly funded agencies to exercise judgment in the awarding of grants to individuals and organizations. (1990)

I-33. Gun-Free Schools and the Regulation of Deadly Weapons

The National Education Association believes that all students and education employees must be allowed to learn and work in an environment free of unauthorized guns and other deadly weapons. Severe penalties should be enacted and strenuously enforced for criminal actions involving guns and other deadly weapons, especially in school settings, and for those who profit from the illegal sale, importation, and distribution of these weapons. The Association also believes that individuals who bring guns or deadly weapons to school should be excluded from school and school grounds until [undergoing] completion of a mandatory prescribed intervention.

The Association further believes that our communities, schools, and students are safer when common sense gun regulations are in place. The Association supports banning assault weapons, limiting the capacity of ammunition magazines, requiring background checks and a waiting period for all gun purchases, creating a
national database of gun sales, and preventing people with mental illness and/or a documented history of domestic violence from purchasing firearms. [The Association further believes that strict prescriptive regulations are necessary for the manufacture, importation, distribution, sale and resale of handguns and ammunition magazines. The possession by the private sector of automatic weapons and military-style semiautomatic assault weapons should be illegal, except for historical and collection purposes, which must be strictly regulated. A mandatory background check and a mandatory waiting period should occur prior to the sale of all firearms.] The Association believes that minors shall not be allowed to buy, own, or sell firearms.

The Association also believes that scientific and medical research on the causes and prevention of firearms violence should be extensive and ongoing and that gun owners should participate in educational programs that stress responsible ownership, including safe use and storage of guns. (1982, 2003)

I-35. Military Personnel and Veterans

The National Education Association believes that many veterans of military conflicts are suffering physical, social, and psychological problems because of their involvement in combat and related military activities. The Association believes that all military personnel and veterans should have comprehensive and timely access to appropriate and necessary medical care. The Association supports federal and state increases in benefits and programs, including retirement benefits, for these military veterans and their dependents to meet their needs.

I-59. Sexual Harassment

The National Education Association recognizes that sexual harassment is a form of sex discrimination or abuse. The Association believes that students and education employees should be protected from sexual harassment, which is a form of sex discrimination. The Association encourages its affiliates to work with local school districts and institutions of higher education to—

a. Establish strong policies defining and prohibiting sexual harassment
b. Develop educational programs designed to help people recognize, understand, prevent, combat, and eliminate sexual harassment
c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual harassment, resolves complaints promptly, and protects the rights of all parties
d. Form and train support groups to assist in the counseling of targets of alleged sexual harassment. (1988, 1999)
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 (RA).

Copies of the Summary of Winter Committee Meeting Actions are provided to delegates upon registration and may also be requested from the NEA Executive Office in advance.

Prior to the RA, the Resolutions Committee conducts the open hearing to discuss its summary and receive for its consideration any additional proposals submitted by delegates. After the hearing the committee prepares the Report of the 2015–2016 NEA Resolutions Committee, which contains all proposed amendments it has approved for consideration at the RA. The report is distributed to delegates on the morning of the first day of the RA. Resolutions contained in the Report of the 2015–2016 NEA Resolutions Committee represent the final recommendations of the committee.

After the Resolutions Committee has conducted the open hearing and distributed its report on the first day of the RA, delegates wishing to submit a new resolution or an amendment to a resolution must do so not later than 12:00 noon on the second day of the Representative Assembly. A delegate may submit a form to the Committee on Constitution, Bylaws, and Rules to propose an amendment to a resolution contained in the committee’s final report, or to any of the existing resolutions contained in the NEA Resolutions document. A delegate may also submit a form to propose a new resolution. 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 printed in the RA Today. After 12:00 noon on the second day of the Representative Assembly, floor amendments to new resolutions and floor amendments to resolutions amendments as printed in the RA Today shall be in order.

Proposed amendments will be considered beginning with the goal area containing the final resolution debated at the preceding Representative Assembly. The 2016 Representative Assembly will begin with Goal Area I and proceed through A, B, C, 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.