

SUMMARY OF WINTER COMMITTEE MEETING ACTIONS

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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 a single year of (2017).

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1 **B-1. Early Childhood Education**[†]

2 The National Education Association [supports] *champions* early childhood education programs in the public schools
3 for children from birth through age eight. The Association also supports a high-quality program of transition from home
4 and/or preschool to the public kindergarten or first grade. This transition should include communication and cooperation
5 among parents/guardians, the preschool staff, and the public school staff. The Association believes that such programs
6 should be held in facilities that are appropriate to the developmental needs of these children. The Association also
7 believes that early childhood education programs should include a full continuum of services for parents/guardians and
8 children, including child-care, child development, developmentally appropriate and diversity-based curricula, special
9 education, and appropriate bias-free screening devices. Early childhood education programs also must be sensitive to
10 and meet the physical, social, mental, and emotional health and nutritional needs of children.

11 The Association further believes that early childhood education programs should maintain small group size with
12 appropriate staff/child ratios for each age level. These programs must be staffed by the appropriate ratio of teachers,
13 administrators, and support staff who are prepared in early childhood education and child development. When two half-
14 day sessions are taught by one teacher, the total class load for both sessions should not exceed the number of students in
15 a first-grade class. Males should be encouraged and recruited to enter and be actively involved in early childhood educa-
16 tion. Preparation programs for staff should lead to credentials consistent with the educational standards in each state.

17 The Association recognizes the value of quality early childhood education programs in preparing young children to
18 enter school ready to learn. High quality early childhood programs should be staffed by teachers, administrators, and
19 education support professionals who possess a deep understanding of child development and specialized training in
20 early childhood education. To provide the quality of early education and care necessary to prepare children for success
21 in school, we recommend that—

- 22 a. All teachers working in publicly funded preschool programs hold a bachelor's degree in child development and/or
23 early childhood education
- 24 b. All instructional assistants working in publicly funded preschool programs hold an Associate's degree in child
25 development or early childhood education
- 26 c. Lead teachers in private child care centers hold a minimum of an Associate's degree in child development or early
27 childhood education
- 28 d. All teaching assistants in private child care centers hold a minimum of a Child Development Associate (CDA) or a
29 state-issued certificate that meets or exceeds CDA requirements.

30 States should develop incentives and supports to enable teachers and education support professionals currently work-
31 ing in early childhood programs to obtain the recommended credentials without compromising the quality of education
32 and care that children receive and without substantially increasing the cost of care to parents.

33 The Association also recognizes the importance of parental involvement in a child's development. The Association
34 further supports the provision of training programs that prepare parents/guardians to take an active role in the child's
35 education. These programs should provide an awareness of the expectations that will be placed on the child as well as
36 familiarization with new policies and procedures that the child will experience in the new environment.

37 The Association believes that federal legislation should be enacted to assist in organizing the implementation of fully
38 funded early childhood education programs offered through the public schools. These programs must be available to all
39 children on an equal basis and should include mandatory kindergarten with compulsory attendance.

40 The Association supports regulations requiring children starting kindergarten to have reached age five at the begin-
41 ning of a kindergarten program.

42 The Association advocates the establishment of fully funded early childhood special education programs. These pro-
43 grams and necessary services should be readily accessible for children with disabilities and staffed by certified/licensed
44 teachers, qualified support staff, and therapists. (1975, 2009)

46 **B-2. Independent Reading Skills**

47 The National Education Association believes that it is critical that students become independent readers to succeed in
48 school and life. Reading instruction, with appropriate intervention, especially in the early grades, is essential for learn-
49 ing in all content areas and for achieving high standards. [Teachers at all levels should be provided adequate resources,
50 including a fully funded and staffed school library media center, and encouraged to use their expertise to address the
51 diverse needs of students] *Teachers at all levels should be encouraged to use certified school library media center*
52 *expertise to address the diverse needs of students.*

54 [†] See *NEA Handbook* for the Policy Statement on Kindergarten and Prekindergarten adopted by the 2003 Representative Assembly, which sets forth the As-
55 sociation's full position dealing with this subject.

1 The Association also believes that the acquisition of the primary language spoken within the home is the foundation
2 for reading skills development. Emerging literacy skills begin with the interaction and communication between children
3 and adults. An increased number of words spoken to a child during language development increases future reading profi-
4 ciency. The Association further believes that schools and communities should work together in raising awareness of the
5 link between language development and reading skills acquisition.

6 The Association believes that teachers' efforts to value and promote reading should be supported by parents/guard-
7 ians, school library media specialists, other education employees, and communities. (1998, 2009)

8

9 **B-3. Effective Communication**

10 The National Education Association believes that it is critical that students become effective communicators in school
11 and in life *through all forms of expression*. [Effective communication includes the written word, the spoken word, and
12 all other forms of expression.] Communication instruction is essential for learning in all content areas and for achieving
13 high standards. [Educators should be provided adequate resources and encouraged to use their expertise to address the
14 diverse needs of students.]

15 The Association also believes that educators' efforts to value and promote effective communication should be sup-
16 ported by parents/guardians, administrators, other education employees, and communities. (2009)

17

18 **B-5. Student Attendance**

19 The National Education Association believes that consistent student attendance in school is vital to academic suc-
20 cess. The Association supports the ongoing efforts of schools and educators to minimize tardiness, *truancy*, and other
21 attendance issues. (2013)

22

23 **B-7. Expanding Student Graduation and Promotion Options**

24 [The National Education Association believes that public high schools should expand graduation and promotion
25 options for students and create partnerships with colleges, alternative schools, and vocational, career and technical
26 programs.]

27 The Association also believes that states and local school districts should employ multiple options in determining
28 graduation and promotion requirements.

29 The Association further believes that these options serve as valid indicators of readiness for postsecondary
30 opportunities.]

31 *The National Education Association believes that public high schools should employ multiple graduation and*
32 *promotion options and create partnerships with colleges, alternative schools, and vocational, career, and technical*
33 *programs. These options also serve as valid indicators of readiness for postsecondary opportunities. (2008)*

34

35 **B-47. Vocational, Career, and Technical Student Organizations**

36 The National Education Association believes that [vocational, career, and technical student organizations] *career and*
37 *technical student organizations* are [an integral component] *integral components* of [a] quality vocational, career, and
38 technical education [program] *programs*. [Vocational, career, and technical student organizations] *Career and techni-*
39 *cal student organizations* provide *students* opportunities for leadership development, career preparation, and com-
40 munity involvement [for secondary school students]. Active participation in a [vocational, career, and technical student
41 organization] *career and technical student organization* at the national, state, and local levels encourages [young men
42 and women] *students* to [become better prepared] *prepare* for the [multiple] adult roles of wage earner, community
43 leader, and family member.

44

45 **D-2. Teacher Preparation Programs: Recruitment and Promotion of the Field**

46 The National Education Association believes that strong programs of teacher recruitment are necessary to maintain
47 and enhance the teaching profession. *The Association and its state and local affiliates should promote and support*
48 *the establishment of organizations involving students of all ages interested in the field of education as a profession*
49 *and encourage members to serve as advisers*. Such programs should emphasize the recruitment of underrepresented
50 candidates, should include a policy of affirmative recruitment, and should encourage incoming teachers to engage in the
51 work of the Association. Preteaching programs and recruitment efforts should be developed at high schools and commu-
52 nity/junior colleges in conjunction with institutions of higher education with teacher preparation programs. These efforts
53 should include the active participation of practicing preK through adult education teachers.

54 The Association also believes that individuals interested in teaching as a career should attend institutions accredited
55 by the Council for the Accreditation of Educator Preparation (CAEP). Counselors and advisers should inform students

1 of the advantages of attending CAEP-accredited institutions.

2 Federally financed loan and grant programs should be established to encourage students to become professional edu-
3 cators. Progressive forgiveness of the loan should be based upon the equivalent amount of professional service.

4 Grants should be secured from both public and private sources to assist students planning to pursue a career in educa-
5 tion. (1990, 2014)

6

7 **D-6. Teacher Preparation Programs: Content and Evaluation**

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

9 **[a.]** Involve licensed preK through adult education teachers who are currently practicing in their field of expertise in
10 the design, implementation, evaluation, and systematic change of the program

11 **b.** Involve students preparing to teach in the evaluation and improvement of the program

12 **c.** Involve teacher educators who are licensed and practicing in their field of expertise and who also demonstrate
13 practical knowledge of schools and classroom teaching

14 **d.** Include proactive recruitment practices to diversify the teaching staff

15 **a. *Involve all stakeholders in the design, implementation, evaluation, and improvement of teacher preparation***
16 ***programs. These stakeholders include licensed preK through adult education teachers and teacher educators***
17 ***who are practicing in their field of expertise and demonstrate practical knowledge of schools and classroom***
18 ***teaching as well as students preparing to teach.***

19 **[e.]b.** Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess
20 progress in acquiring the knowledge and skills necessary for effective teaching

21 **[f.]c.** Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction
22 of students with limited English proficiency, and professional studies that include learning theories, curriculum
23 design, classroom management, behavior management, discipline, student assessment, school accountability,
24 school law, and teaching techniques

25 **[g.]** Include instruction and field experience in the uses of appropriate technology for managing and advancing
26 instruction

27 **[h.]d.** Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the
28 contributions of ethnic and other minorities, and provide strategies and techniques for teaching and interacting
29 with culturally diverse students

30 **[i.]e.** Include instructional content and experiences that address how economic and/or housing status affect a child's
31 readiness and ability to learn and function in a school setting and that provide specific techniques for teachers
32 who teach children of poverty

33 **[j.]f.** Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to
34 assist them in creating a bias-free environment

35 **[k.]g.** Include instructional content and experience in research and information skills, group processes, shared deci-
36 sion making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution,
37 human growth and development, the changing role of the family, exceptional behaviors, and human relations

38 **[l.]h. [Include] *Provide a* variety of field experiences, ***including the appropriate use of technology for managing***
39 ***and advancing instruction***, throughout the preparation program, culminating in clinical practice**

40 **[m.]i.** Include accurate instructional content on the evolution of professional teacher organizations and the advances in
41 the areas of job contracts, salary schedules, benefit programs, and working conditions

42 **[n.]j.** Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and chal-
43 lenges of shared decision making, problem-solving, and strategic planning

44 **[o.]k.** Include instructional content in awareness and educational programs of all special education areas recognized
45 by federal law

46 **[p.]l.** Provide access to professional and preprofessional organizations related to the education profession and areas of
47 certification

48 **[q.]m.** Provide teacher candidates with resources and practice opportunities to prepare for performance assessments
49 for licensure/certification

50 **[r.]n.** Promote involvement in an NEA Student Program local chapter that provides opportunities for community
51 outreach, professional development, and political action

52 **[s.]o.** Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that
53 ensures accreditation is achieved and maintained

54 **[t.]p.** Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and
55 cooperating teachers. (1970, 2016)

1 **D-16. Professional Development for Education Support Professionals**

2 The National Education Association believes that continuous professional development is required for education sup-
3 port professionals to achieve and maintain the highest standards of professional practice in order to meet the needs of
4 the whole student. Professional development and continuing education serve as catalysts to recruit, retain, and promote
5 qualified education support professionals. [These course offerings should be ongoing throughout the school year and
6 made available by both states and school districts. Professional development programs should ensure that appropriate
7 education employees have a decisive voice at every stage of planning, implementation, and evaluation.] *Professional*
8 *development should—*

- 9 a. *Be offered to both full-time and part-time education support professionals*
- 10 b. *Be designed, directed, and differentiated to meet the needs of affected professionals at each site*
- 11 c. *Ensure that education support professionals have a decisive voice at every stage of the planning, implementa-*
12 *tion, evaluation, and modification*
- 13 d. *Be ongoing throughout the school year and made available by both the states and school districts or through*
14 *community partners such as community colleges, cultural institutions, and business resources.*
- 15 e. *Be offered during regular work hours (on designated school or district professional development days) or com-*
16 *pensated when offered outside of regular work hours*
- 17 f. *Be incorporated into and aligned with (not added to) professional work expectations*
- 18 g. *Support education support professionals in meeting the needs of the whole student*
- 19 h. *Be standards-referenced and incorporate effective practices, relevant data, and current research*
- 20 i. *Be supported by adequate resources*
- 21 j. *Be relevant*
- 22 k. *Stimulate intellectual development and leadership capacity*
- 23 l. *Balance individual career goals with the needs of the school and district*
- 24 m. *Provide training and ongoing support for the use of technology.* (1998, 2016)

25
26 **D-21. Education Employee Evaluation[†]**

27 The National Education Association believes that formal performance-based evaluations must include formative
28 evaluation components in order to assure the competency of all education employees in their respective fields.

29 Effective evaluation procedures supported by professional development programs will enable all education employees
30 to be informed in their areas of specialization. Such procedures, with sufficient resources, can help ensure job compe-
31 tency, identify professional growth goals, and provide options for achieving these goals.

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

38 Following an evaluation, a teacher should be provided with clear notice of any areas of suggested growth and an
39 improvement plan should be developed by the teacher, local association, and employer. After completing the improvement
40 plan, the teacher should then be formally reevaluated. If dismissal proceedings based on an unsatisfactory evaluation rating
41 are warranted, the teacher must be guaranteed the right to due process. Such proceedings must be implemented by adminis-
42 trators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems. An administra-
43 tor must complete evaluations in accordance with the timeframe prescribed by laws, contracts, agreements, and memoranda
44 of understanding. An administrator’s failure to complete an evaluation must not negatively impact an education employee.

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

48 The evaluation procedure should be collectively bargained and/or cooperatively developed and maintained in con-
49 junction with representatives selected by the local affiliate and should include—

- 50 a. Clear performance expectations that *can be objectively assessed and* are specific to the job description
- 51 b. Regular observation of job performance with advance notice and discussion of evaluation visits and a timely con-
52 sultation after each visit

53
54 [†] See *NEA Handbook* for the Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly, which sets forth the
55 Association’s full position dealing with this subject.

- 1 c. A written evaluation report to be provided to the person being evaluated
- 2 d. Opportunity for a written response prior to the placement of the evaluation in the personnel file
- 3 e. An employee improvement plan that will not interfere with any earned pay increase or longevity credit
- 4 f. A provision for an alternative evaluator and/or an opportunity for an alternative evaluation report to ensure a fair
- 5 and unbiased evaluation of the education employee
- 6 g. An unbiased appeals process with an evidentiary hearing under oath.
- 7 The Association believes that procedures for evaluation of administrators should include evaluations by education
- 8 employees who are directly supervised by them.
- 9 By participating in an evaluation process, an education employee shall not waive his or her right to due process in any
- 10 subsequent contractual or legal proceeding. (1969, 2016)

11

12 **F-61. Retirement**

13 The National Education Association believes that the retirement security of all preK through 12 members of retire-

14 ment systems can be assured only by participation in a state or local retirement system with a guaranteed and adequate

15 defined benefit retirement plan. Such plans must be funded in a manner that assures the long-term stability of the plan.

16 For preK through 12 members of retirement systems, defined contribution provisions are appropriate only where they

17 supplement adequate defined benefit provisions.

18 The Association also believes that pension funding should include the following principles:

- 19 a. When actuarial liabilities exceed actuarial assets, the state and/or employer must make the necessary additional
- 20 contributions to amortize the unfunded liability in no more than 30 years.
- 21 b. When actuarial assets exceed actuarial liabilities, the state and/or employer should not reduce the rate of contribu-
- 22 tions below the normal cost of the plan.
- 23 c. Employee contributions, if any, should be made on a pre-tax basis and be a percentage of total salary not to exceed
- 24 the amount contributed by employers. The employer may pay part or all of the employee contribution.
- 25 d. Credit for all wages and salary must be included in all retirement benefit calculations.

26 The Association further believes retirement benefits should minimally include—

- 27 a. Full vesting in no more than five years
- 28 b. An initial benefit constituting a replacement income of 50 percent of the single highest year’s salary from all
- 29 sources after 20 years of creditable service and 75 percent after 30 years of creditable service; this benefit calcula-
- 30 tion equates to a basic benefit formula multiplier of two-and-a-half percent for all creditable years of service
- 31 c. Benefits based upon unisex mortality tables
- 32 d. Automatic pre-funded full cost-of-living pension increases for retirees and beneficiaries
- 33 e. Normal retirement eligibility, including health benefits, with 25 creditable years of service or at age 55 if fully vested
- 34 f. No provisions in core plans to reduce benefits because of the existence of any annuity or retirement benefit source
- 35 including Social Security; supplemental retirement plans designed to provide a leveling benefit must assure a level
- 36 lifetime replacement income that significantly augments existing benefits of all members over time
- 37 g. Benefits that comply with nondiscriminatory Internal Revenue Service (IRS) rules and regulations
- 38 h. Joint survivor benefits should be equally available for spouses and domestic partners; joint survivor benefits for
- 39 any other person should be available based upon IRS guidelines
- 40 i. Disability or death benefits that should be equally available for spouses, dependents, and domestic partners
- 41 j. Provisions that define a full year of creditable service based upon working 80 percent or more of the contract year
- 42 or 80 percent or more of the hours constituting a full year; partial year credit should be earned on a pro-rated basis
- 43 for any service less than the minimum required to obtain a full year of creditable service
- 44 k. Provisions for the option of allowing unused sick leave and other end-of-service payments to be used for retirement
- 45 credit
- 46 l. Provisions permitting the purchase of service credit earned while a member of another retirement system including
- 47 any other public school district, Department of Defense Education Activity (DoDEA) schools or while in the Peace
- 48 Corps, Volunteers in Service to America (VISTA), or military service
- 49 m. Provisions permitting the purchase of service credit for sabbatical leaves, maternity/paternity/adoption leaves
- 50 where credit is not automatically given, and any other approved leaves of absence; members affected by any forced
- 51 leave provisions or separation of service provisions that are unlawful under current law should be permitted to pur-
- 52 chase service credit for those periods of leave or separations at any time prior to retirement at the lowest plan rate
- 53 n. Provisions for, upon termination of employment, the portability to other qualified pension plans for the full actu-
- 54 arial value of retirement credits earned

- 1 o. Disability retirement for a service-connected disability available to education employees from the first day of
 2 employment; non-service connected disability retirement shall be available for fully vested members; the benefit
 3 formula for disability retirement should yield benefits comparable to normal retirement benefits
- 4 p. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial tables that do not
 5 discriminate on the basis of race, gender, or national origin
- 6 q. Provisions for health benefits for retirees, their spouses, domestic partners, and dependents that include a fully-paid
 7 comprehensive health insurance plan regardless of Medicare eligibility; these benefits should be at least equal to
 8 those offered to full-time employees; those eligible for Medicare should be covered by a fully-paid comprehen-
 9 sive Medicare supplement insurance benefit that along with Medicare equals the benefits provided to full-time
 10 employees.
- 11 The Association believes that boards of trustees should—
- 12 a. Consist of active *and retired* members who are all elected by and from their plan’s [active membership and retired
 13 members who are all elected by and from their plan’s retired membership] *respective memberships*; the total num-
 14 ber of active and retired member trustees should constitute a majority of the board
- 15 b. Administer the plan *with the highest level of fiscal integrity* for the exclusive benefit of the beneficiaries of the
 16 system
- 17 c. Have the duty and authority to oversee the administration of both benefits and investments
- 18 d. Subject to their fiduciary responsibilities, have all the powers necessary to ensure their independence from the plan
 19 sponsor, including the power to obtain by employment or contract the services necessary to exercise the trustees’
 20 powers and perform the trustees’ duties, including actuarial, auditing, custodial, investment, and legal services
- 21 e. Undertake periodic independent actuarial reviews and audits
- 22 f. Distribute an annual financial statement to all members
- 23 [g. Use actuarial and investment policies with the highest level of fiscal integrity]
- 24 [h]g. Ensure that counseling, education, and services are available to all active and retired members
- 25 [i]h. Recognize that[, in their role as fiduciaries,] they [can] *should* identify and participate in appropriate educa-
 26 tional programs and initiatives in order to acquire/maintain skills and expertise; these educational programs
 27 should be internally funded and managed exclusively by the board of trustees
- 28 [j]i. Protect the systems’ stability by opposing any actions that impair or jeopardize the guaranteed rights of plan
 29 participants’ benefits.
- 30 The Association also believes that—
- 31 a. Contributions made by *both* employees *and employers* to the pension plan should be [federal] tax deferred and
 32 not subject to [FICA] *federal or state income* taxes
- 33 [b. Contributions made by employers to the pension plan should not be subject to FICA taxes
- 34 c. Benefits paid should not be subject to any state’s income tax]
- 35 [d]b. Benefits paid should not be offset due to eligibility in multiple retirement programs
- 36 [e]c. Contributions from both employees and employers should be remitted in a timely fashion in accordance with
 37 state statutes
- 38 [f]d. Districts and charter schools should make biannual summary reports of retirement contribution remittances.
 39 (1969, 2009)

41 **I-12. Human Rights**

42 The National Education Association believes that the governments of all nations must respect and protect the basic
 43 human and civil rights of every individual, including equal access to education as embodied in the United Nations Uni-
 44 versal Declaration of Human Rights. The Association condemns any action that limits or prohibits the free and responsi-
 45 ble exercise of these rights and believes that all education employees must lead in the effort to prevent any encroachment
 46 on basic human and civil rights.

47 The Association also believes that the U.S. government should withhold all forms of military aid to governments that
 48 violate these rights.

49 The Association further believes that violence is abhorrent. The Association also condemns violence, as well as the
 50 tolerance of violence, and believes that all nations must pass and enforce measures to curtail and prevent actions and
 51 practices that inflict pain, suffering, mutilation, or death, and offer asylum to those threatened by such actions.

52 *The Association urges countries—including the United States—to provide a safe haven for greater numbers of*
 53 *refugees who have fled devastation in their native countries during times of increased conflict, and condemns the*
 54 *stereotyping of refugee groups.*

55 The Association expresses concern that the utilization of trade sanctions on food and medical supplies by any nation

1 of the world to achieve political objectives fails to adequately consider the possible humanitarian impact of those poli-
2 cies on the civilian populations of the affected nations, particularly the young, the elderly, and the poor.

3 The Association deplores the holding of hostages, all forms of torture, and the taking of human life in the name of
4 making a political statement. The Association believes that it is the responsibility of all governments to discourage such
5 actions by individuals or groups of individuals. The Association supports an international judicial system that would
6 hold accountable those who violate human rights.

7 The Association calls upon all nations to release all education employees and students who are being held without
8 charge and to refrain from the use of coercion and arbitrary detention to punish the people of a specific area of their
9 territories.

10 The Association further condemns the practice of capital punishment in nations without judicial safeguards such as
11 the presumption of innocence and/or the right to counsel.

12 The Association also expresses concern that the practice of capital punishment in the United States impacts individu-
13 als disproportionately on the basis of social class, race, ethnicity, and gender. The Association supports ongoing efforts
14 to review the practice of capital punishment for inequities based on these and other factors.

15 The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or
16 amendment to the U.S. Constitution that curtails or infringes on basic human rights. The Association also opposes tor-
17 ture and cruel, inhuman, or degrading treatment or punishment of persons in the custody or under the physical control of
18 the U.S. government, regardless of nationality or physical location. (1977, 2008)

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		I-52. Right of Redress for Descendants of Slaves.	75
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1	A. SERVE AS THE NATIONAL VOICE FOR	
2	EDUCATION	
3		
4	PUBLIC PERCEPTIONS OF EDUCATION	
5		
6	A-1. Public Education	
7	The National Education Association believes that public	
8	educational opportunities for every American must be pre-	
9	served and strengthened.	
10	The Association also believes that public education is the	
11	cornerstone of our social, economic, and political structure	
12	and is of utmost significance in the development of our moral,	
13	ethical, spiritual, and cultural values. The Association further	
14	believes that each state must maintain a system of public educa-	
15	tion that prepares its citizens to—	
16	a. Achieve functional proficiency in English, with emphasis	
17	on the development of basic reading, writing, speaking,	
18	and listening skills	
19	b. Compute effectively to procure and/or dispense services	
20	and materials	
21	c. Use critical thinking, creative thinking, and problem-	
22	solving skills	
23	d. Exercise attitudes of good citizenship, societal productiv-	
24	ity, and global awareness	
25	e. Care for the environment	
26	f. Appreciate the aesthetic and moral qualities of life	
27	g. Formulate values that lead to continual growth and	
28	self-fulfillment	
29	h. Recognize and appreciate cultural, social, political, and	
30	religious differences	
31	i. Use leisure time effectively and develop sound physical	
32	health habits	
33	j. Develop knowledge and skills through experiences in the	
34	practical/vocational and fine arts.	
35	The Association believes that its members should support	
36	public education by sending their children to public educational	
37	institutions. (1969, 2012)	
38		
39	A-2. Educational Opportunity for All	
40	The National Education Association believes that each stu-	
41	dent has the right to a free public education suited to the needs	
42	of the individual and guaranteed by state constitutions and the	
43	United States Constitution. Education is a lifelong process,	
44	and public education serves a constituency that embraces all	
45	age groups. Access to, and opportunities for, postsecondary	
46	education should be widely available, and no qualified stu-	
47	dent should be denied such opportunities because of financial	
48	considerations.	
49	The Association also believes that all schools must be	
50	accredited under uniform standards established by the appro-	
51	priate agencies in collaboration with the Association and its	
52	affiliates, and that the accreditation process must provide suffi-	
53	cient flexibility to enable individual schools to achieve educa-	
54	tional excellence and respond to the needs of their students and	
55	community. The development of a periodic review of locally	
56	established programs should involve community members,	
57	parents/guardians, students, teachers, and education support	
58	professionals. (1969, 2014)	
59		
60	A-3. Excellence in Education	
61	The National Education Association believes that continued	
62	success of the United States as a participatory democracy and	
63	as a world leader is dependent upon a shared national, state,	
64	community, and individual commitment to excellence in educa-	
65	tion. The Association also believes that excellence in education	
	requires that students achieve mastery of learning so that they	66
	have the ability to use what has been taught and have command	67
	of subjects sufficient for problem solving, decision making,	68
	and further educational growth. The Association supports	69
	high standards for teaching and learning in which the student	70
	becomes an active participant in the mastery process.	71
	The Association further believes that sufficient resources,	72
	interventions, and program alternatives must be provided for	73
	the proper placement of each student. (1983, 2004)	74
		75
	A-4. Understanding and Support of Public	76
	Education	77
	The National Education Association recognizes its responsi-	78
	bility to promote an understanding of the history and con-	79
	tinuing importance of public education and to support public	80
	education and public education employees. The Association	81
	encourages wide community and parental participation in	82
	achieving and maintaining educational excellence. The Asso-	83
	ciation believes that school boards and other stakeholders also	84
	have a responsibility to promote public understanding of the	85
	importance of public schools. (1969, 2014)	86
		87
	A-5. Collaborative Partnerships	88
	The National Education Association believes that families,	89
	schools, communities, and other willing partners at the local,	90
	state, and national levels are fundamentally and positively	91
	interconnected.	92
	The Association also believes that building and sustaining	93
	collaborative partnerships among families, schools, communi-	94
	ties, and willing partners is integral to ensuring every student	95
	great public schools. Critical strategies for effective partner-	96
	ships should include—	97
	a. Agreeing on core values	98
	b. Using data to set priorities and focus strategies	99
	c. Providing relevant training to facilitate ongoing	100
	partnerships	101
	d. Using targeted outreach to focus on areas of mutual	102
	concern	103
	e. Building one-to-one relationships between families and	104
	educators that are linked to learning	105
	f. Setting, communicating, and supporting high and rigorous	106
	expectations	107
	g. Addressing cultural differences	108
	h. Connecting students to the community. (2012)	109
		110
	A-6. Parental Involvement	111
	The National Education Association believes that a commu-	112
	nity engaged in the life of its public schools is paramount to the	113
	future of public education. The Association also believes that a	114
	strong partnership must be formed among parents/guardians,	115
	schools, the Association, and the community to address the	116
	mutual interests of the entire community.	117
	The Association further believes that parents/guardians	118
	who are active participants in the education of their children	119
	increase the likelihood of the achievement of educational excel-	120
	lence. Parents/guardians, teachers, other education employees,	121
	school board members, and the community must set high	122
	expectations for student behavior and academic success and	123
	provide the encouragement and support for each student to	124
	achieve his or her full potential.	125
	The Association strongly opposes so-called “trigger”	126
	laws which circumvent authentic parental and community	127
	involvement.	128
	The Association believes that innovative programs should	129
	be developed and resources committed to promote and increase	130

1	family and community involvement in public schools and to	
2	promote and increase the involvement of education employees	
3	in the community. The Association encourages its affiliates to	
4	work collaboratively with the community in establishing such	
5	programs and finding the resources necessary to make the	
6	programs successful.	
7	The Association also believes that parents/guardians should	
8	be encouraged to visit their children’s schools and communicate	
9	with their children’s teachers and other education employees with	
10	whom the children have daily contact. In addition, schools should	
11	communicate with parents/guardians in their native language.	
12	The Association further believes that parents/guardians, students,	
13	community members, teachers, other education employees, and	
14	school board members should promote the collaborative suc-	
15	cesses between the school and the community. (2001, 2015)	
16		
17	A-7. School Boards	
18	The National Education Association believes that it is the	
19	responsibility of school boards to provide a quality education to	
20	each student within a school district. The Association also believes	
21	that school boards must provide resources and support so that each	
22	school in a district meets standards for educational excellence.	
23	The Association further believes that school boards must promote	
24	public understanding of the importance of public education and	
25	the schools and programs within their school districts.	
26	The Association believes that the composition of school	
27	boards must be representative of the population within the	
28	school district, including minority groups; that board members	
29	must be elected by the voters in the school district; and that	
30	board members must be elected from representative districts.	
31	The Association opposes federal, state, and local takeovers	
32	of public schools, public school districts, and their govern-	
33	ing boards. The Association also believes that the closing of	
34	schools by school boards to avoid legislative corrective action is	
35	not in the best interest of students, parents, or school employ-	
36	ees. The Association further believes that provisions should	
37	be made for parents/guardians of students who are attending	
38	school in a district other than their home district as part of a	
39	court-ordered interdistrict busing plan to have substantive influ-	
40	ence on board actions and policies.	
41	The Association believes that student participation in a	
42	school board’s deliberative process should be encouraged, and	
43	that student input in the voting process should be advisory	
44	only. Wherever a school board includes student members, they	
45	should be excluded from participating in discussions, receiv-	
46	ing information, and voting on issues dealing with education	
47	employees and items contained in negotiated agreements.	
48	The Association further believes that school board meet-	
49	ings must be held at times and places that allow education	
50	employees, local affiliates, and the community to participate in	
51	educational decision making. (1980, 2006)	
52		
53	A-8. Business Support for Public Education	
54	The National Education Association believes that the business	
55	community and the Association should work cooperatively in	
56	promoting, planning, implementing, and evaluating school-com-	
57	munity-business partnerships in the support of public education.	
58	The Association welcomes from the business commu-	
59	nity supplementary activities such as cooperative programs,	
60	resource assistance, release of employees for parent-teacher	
61	conferences, funding for scholarships, and the donation of	
62	specialized equipment.	
63	The Association also believes that the use of programs that	
64	involve the marketing and/or promoting of products that exploit	
65	students and/or institutions should be prevented. (1984, 1996)	
	A-9. American Education Week	66
	The National Education Association believes that American	67
	Education Week is an important observance during which posi-	68
	tive attention should be focused on the contributions of public	69
	education and education employees. (1997, 2006)	70
		71
	A-10. U.S. Department of Education	72
	The National Education Association believes that the U.S.	73
	Department of Education must be a viable force for the main-	74
	tenance and improvement of public education. The Associa-	75
	tion also believes that Association members must be fully	76
	involved in establishing goals and planning programs with the	77
	Department.	78
	The Association further believes that internal and external	79
	attempts to dismantle and to erode the effectiveness of the	80
	Department of Education through the federal budgetary process	81
	are detrimental to the public interest. (1980, 1988)	82
		83
	A-11. Historically Black Colleges and Universities	84
	The National Education Association recognizes that Histori-	85
	cally Black Colleges and Universities (HBCUs) continue to play	86
	a vital role in helping Americans in their efforts toward build-	87
	ing a truly pluralistic society.	88
	The Association believes that the programs of HBCUs	89
	should continue to be reviewed and updated so that they main-	90
	tain diverse and quality faculties and student bodies.	91
	The Association urges its affiliates to be in the forefront of	92
	all efforts that seek to support, maintain, and promote these	93
	invaluable institutions, their programs, and their full partici-	94
	ipation in the mainstream of education. The Association also	95
	believes that closing, downgrading, or merging HBCUs is not in	96
	the best interest of the educational community. (1980, 2016)	97
		98
	A-12. Use of Closed Public School Buildings	99
	The National Education Association believes that closed	100
	public school buildings that have been deemed safe can be used	101
	effectively for public preschool, day care, job training, and adult	102
	and higher education centers. The Association also believes that	103
	closed public school buildings should be sold or leased only	104
	to those organizations that do not provide direct educational	105
	services to students and/or are not in direct competition with	106
	public schools. (1982, 2000)	107
		108
	A-13. School Accountability	109
	The National Education Association supports effective and	110
	fair school accountability systems. The Association believes	111
	that these systems must promote student excellence and growth	112
	that reflect meaningful, high quality learning and ensure that	113
	the best teaching practices are supported and utilized. The	114
	Association also believes that the focus of the accountability	115
	system must be on the school, not on individual stakeholders,	116
	as the unit for evaluation and improvement of student learning.	117
	Development and implementation of the accountability system	118
	must ensure that the stakeholders at the school, district, state,	119
	and national levels share the responsibility for establishing clear	120
	goals, adopting high expectations for student learning, dem-	121
	onstrating multiple methods of student success, and providing	122
	adequate and equitable funding and support systems.	123
	The Association further believes that a school accountability	124
	system must—	125
	a. Promote educational excellence	126
	b. Ensure the alignment of standards, assessments, and	127
	curricula	128
	c. Balance its focus on school context, process, and student	129
	performance	130

1	d. Set high standards for student learning, levels of support	66
2	by each stakeholder, and clearly defined goals for the	67
3	school as a unit	68
4	e. Provide for the development and implementation of	69
5	a valid methodology for use as an assessment tool to	70
6	determine the required funding necessary to enable all	71
7	students to achieve educational excellence	72
8	f. Provide professional development for all education	73
9	employees prior to implementation of the system	74
10	g. Use multiple assessment tools that are universally	75
11	designed and sources of data that are meaningful, rel-	76
12	evant, valid, and reliable	77
13	h. Include necessary accommodations and modifications to	78
14	maximize the success of all students	79
15	i. Include measures to improve school accountability	80
16	j. Identify how the school as a unit achieves its goals	81
17	k. Identify and address the internal and external factors that	82
18	impact student learning and development	83
19	l. Provide for the timely dissemination of assessment	84
20	results to all stakeholders	85
21	m. Be applied in a fair and equitable manner	86
22	n. Include periodic evaluation and modification of the system	87
23	o. Provide for the development of a school improvement plan	88
24	p. Include a formal appeals process for every school that is	89
25	being targeted with academic sanctions or any other form	90
26	of takeover. (1971, 2015)	91
27		92
28	A-14. Appointments by the President of the United	93
29	States	94
30	The National Education Association believes that the need	95
31	for quality education demands that criteria for presidential	96
32	appointments in the field of education shall include a commit-	97
33	ment to public education and significant contributions to the	98
34	education community. Education employees should be included	99
35	in such appointments. (1970, 1990)	100
36		101
37	FINANCING OF PUBLIC EDUCATION	102
38		103
39	A-15. Financial Support of Public Education	104
40	The National Education Association believes that every state	105
41	should ensure its students a quality education by providing the	106
42	funding needed to enable all students to achieve educational	107
43	excellence. Such an education requires adequate and equi-	108
44	table funding from public tax sources for schools to obtain the	109
45	resources (e.g., personnel, programs, materials, buildings, and	110
46	technology) to meet the needs of all students. The Association	111
47	also believes that—	112
48	a. An increasing portion of public funds should be for	113
49	direct instruction of students.	114
50	b. The amount of aid must be generally predictable for long-	115
51	range planning and specifically predictable for year-to-	116
52	year planning.	117
53	c. Present programs of specific aid must be expanded	118
54	and improved by consolidation and simplification of	119
55	administration.	120
56	d. Tax revision favorable to public education should be	121
57	encouraged and continually reviewed at every govern-	122
58	mental level.	123
59	e. Local governing boards must be fiscally independent,	124
60	and restrictive limits must not be imposed on their bud-	125
61	gets or long-term borrowing.	126
62	f. The state and local share of finance must be derived from a	127
63	tax system that is balanced and complementary in nature,	128
64	includes all broad-based taxes, reduces the excessive reli-	129
65	ance on property taxes, and protects subsistence income.	130
	g. Provisions must be made for research, development,	
	implementation, continuation, and improvement in edu-	
	cation practices. Funding must be included for resources	
	such as personnel, time for staff planning, training and	
	professional development, facilities, equipment, and	
	materials.	
	h. State and federal mandates affecting public education	
	programs must be accompanied by adequate and equi-	
	table funding.	
	i. School trust lands must be administered with the genera-	
	tion of funds for public education as a primary goal and	
	in a manner that ensures the sustainable use of those	
	lands by current and future generations. State school trust	
	funds should be fairly compensated by the federal gov-	
	ernment for school trust lands included in national parks,	
	monuments, or wilderness areas.	
	j. Efforts should be made at the state and federal levels to	
	ensure stable, adequate, and equitable funding of public	
	schools historically receiving revenues derived from	
	state and federal lands and natural resources. These	
	efforts should include, but not be limited to, ensuring the	
	sustainable use of these public lands and resources by	
	current and future generations.	
	k. Additional funding must be provided to cover the cost	
	of achieving the goals of raising student performance,	
	implementing new programs, and raising standards of	
	student learning.	
	l. Funding should be greater for students facing social,	
	economic, and/or education challenges.	
	m. Funds must be provided for programs to alleviate race,	
	gender, and sexual orientation discrimination and to	
	eliminate portrayal of race, gender, sexual orientation,	
	and gender identity stereotypes in the public schools.	
	n. Public funds must not be expended for any materials	
	used to promote race, gender, or sexual orientation and	
	gender identity stereotypes and/or biases.	
	o. Public funds must not be expended in institutions where	
	either specific programs or the institution has been found	
	guilty of discrimination.	
	p. Categorical funding must be assured in areas such as	
	special education, bilingual/English as a second lan-	
	guage, class size reduction, the economically/education-	
	ally disadvantaged, and adult education.	
	q. Any institution, agency, or individual receiving finan-	
	cial aid from federal, state, or local governments must	
	adhere to all applicable state and federal laws, rules, and	
	regulations.	
	r. Full-day, every day kindergarten programs should be	
	fully funded.	
	s. Federal, state, and, as appropriate, local governments	
	should provide funds sufficient to make prekindergarten	
	available for all three- and four-year-old children.	
	t. It is inappropriate to support the educational programs	
	of a public school by the sale of non-nutritious foods and	
	beverages to students during the school day.	
	u. Public funds should be based on student enrollment	
	rather than student attendance.	
	The Association opposes providing any public revenues to	
	preK through 12 schools for sectarian instruction. The Associa-	
	tion also opposes providing such revenues to sectarian and non-	
	sectarian preK through 12 private schools or to nonpublic school	
	students in preK through 12 education, unless such revenues	
	are used for educational services that are not available in public	
	schools to which students have reasonable access. (1997, 2012)	

1	A-16. Federal Financial Support for Education	66
2	The National Education Association believes that the federal	67
3	government has a legitimate and proper concern and responsi-	68
4	bility for the quality of public education provided to its citizens.	69
5	The federal government should—	70
6	a. Ensure equity and adequacy of educational opportunity	71
7	for all	72
8	b. Collect basic data to be used in public schools and	73
9	to engage in research, development, and consultation	74
10	activities that support quality state and local education	75
11	programs	76
12	c. Grant supplemental aid to states that are not able to raise	77
13	adequate funds to provide all students with a high-quality	78
14	education and to provide funding to support state and	79
15	local government efforts in pursuit of national interests in	80
16	public education.	81
17	Federal funding formulas should reflect the most current and	82
18	accurate accounting of the public school population; measure-	83
19	ments of poverty; and the state’s ability to raise adequate funds.	84
20	The Association also believes that funding for federal programs	85
21	should be substantially increased, not merely redistributed	86
22	among states or other federal initiatives.	87
23	The Association further believes that there should be federal	88
24	support for education whereby—	89
25	a. The federal government assumes a full partnership	90
26	role with local school districts by providing significant	91
27	levels of federal funding for elementary and secondary	92
28	education through a program of general aid and categori-	93
29	cal assistance along with the mandatory full funding of	94
30	mandated federal programs.	95
31	b. Federal education funding is clear and identifiable within	96
32	the federal budget.	97
33	c. Federally funded instructional programs have maximum	98
34	teacher involvement in their development at the federal	99
35	level and must be implemented at the local level only	100
36	after the involvement and approval of the recognized	101
37	bargaining agent or local affiliate.	102
38	d. Advisory committees for federally funded programs	103
39	reflect the ethnic makeup of local communities and	104
40	maintain a gender balance to ensure accountability and	105
41	equity. Parents/guardians, students, and educators should	106
42	be included as members of these committees	107
43	e. The amount of aid is generally predictable for long-range	108
44	planning and specifically predictable for year-to-year	109
45	planning.	110
46	f. Federal legislation complies with civil rights statutes and	111
47	is consistent with the constitutional provision respecting	112
48	the establishment of religion and provides for judicial	113
49	review as to its constitutionality.	114
50	g. Categorical funding is assured in areas such as special	115
51	education, bilingual/English as a second language, and	116
52	the economically/educationally disadvantaged.	117
53	The Association believes that federal monies budgeted for	118
54	preK through adult education must be equitably and adequately	119
55	expended for public education. The Association opposes any	120
56	federal legislation, laws, or regulations that provide funds,	121
57	goods, or services to sectarian schools. The Association also	122
58	opposes providing such funds, goods, or services to nonsec-	123
59	tarian private schools or nonpublic school students in preK	124
60	through adult education, unless those funds, goods, or services	125
61	are used for educational services that are not available in public	126
62	schools to which students have reasonable access. The Associa-	127
63	tion condemns and deplores federal policies and programs that	128
64	serve to undermine America’s historical commitment to free	129
65	public education. (1983, 2007)	130
	A-17. School Trust Lands	
	The National Education Association believes in providing	
	support to states with school trust lands to ensure that they	
	are an important source of funding for public education. The	
	Association supports providing such states with the assistance	
	and guidance necessary to ensure the trust lands and perma-	
	nent funds generate the maximum revenue possible for public	
	education consistent with the sustainable use of those lands by	
	current and future generations.	
	The Association also believes that, to maximize educational	
	dollars available to states and ensure a quality education sys-	
	tem, revenue from trust lands should be used to supplement, not	
	supplant, revenue for general fund education budgets. (2008)	
	A-18. Financial Support for Postsecondary	
	Education	
	The National Education Association supports the main-	
	tenance and expansion of funding for postsecondary educa-	
	tion, including programs of institutional and scholar support,	
	research grants, support for historically Black and developing	
	institutions, and student financial assistance to assure access and	
	choice for all qualified students—regardless of personal finan-	
	cial means—who wish to pursue postsecondary education. The	
	Association believes that student need and enrollment should be	
	criteria for funding postsecondary education. The Association	
	also believes that need-based student financial assistance should	
	be available only through fully accredited postsecondary educa-	
	tion institutions and governmental agencies. (1986, 2015)	
	A-19. Higher Education Research and Study	
	Grants	
	The National Education Association believes that both the	
	governmental and private sectors should provide research and	
	study grants to higher education faculties in all academic areas.	
	Such grants should be awarded on the basis of merit without	
	discrimination. The dissemination of grants should not be used	
	to influence university decisions and policies.	
	The Association also believes that the process of study and	
	research grants provided should not influence undergraduate or	
	graduate curricula until such time as the research is completed	
	and systematically integrated into the curricula.	
	The Association further believes that our national economic	
	well-being is dependent upon the expansion of the highest	
	quality research and training in our professional and graduate	
	schools as well as the recruitment and training of a diverse and	
	highly skilled workforce.	
	The Association believes that academic freedom applies to	
	research and the dissemination of research results. (1985, 2001)	
	A-20. Public Education/National Defense	
	The National Education Association believes that main-	
	tenance of a strong system of public education is paramount	
	to maintaining a strong national defense. Whenever there is a	
	redirection of resources from military purposes, the Association	
	supports a policy of economic conversion to facilitate the orderly	
	redirection of such resources to alternative civilian uses, with	
	public education being one of the highest priorities. (1985, 2007)	
	A-21. Federal Impact Aid	
	The National Education Association supports funding to	
	maintain quality education for students in school districts	
	impacted by federal policies, lands, activities, and installa-	
	tions. The Association believes that a permanent solution to the	
	financial problems of severely impacted school districts must be	
	developed. (1970, 2015)	

1	A-22. Educational/Economic Stability of States	
2	The National Education Association believes that the edu-	
3	cational well-being of the country depends upon the economic	
4	health of each of the regions, states, and localities.	
5	The Association supports efforts to alleviate the effects of	
6	unemployment and supports retraining and appropriate job-	
7	creation legislation.	
8	The Association also supports efforts to correct policies that	
9	contribute to the particular economic difficulties of individual	
10	regions, states, and localities. (1981, 1993)	
11		
12	A-23. Tax Reform	
13	The National Education Association supports tax reform and	
14	believes that it should—	
15	a. Increase tax fairness and raise revenue necessary to	
16	finance quality public education and other public services	
17	b. Eliminate regulations that shift the tax burden to the less	
18	affluent	
19	c. Prevent excessive reliance on property tax or any other	
20	single tax	
21	d. Reflect the findings of comprehensive studies of the total	
22	individual and corporate tax burden	
23	e. Assure a tax burden distribution that reflects the ability	
24	to pay and that safeguards family subsistence	
25	f. Assure that statewide uniformity in property tax effort be	
26	required	
27	g. Provide funding for public education that ensures	
28	adequacy and equity of resources	
29	h. Not be used to place arbitrary maximum limits on any	
30	state or local government’s ability to spend or tax, par-	
31	ticularly since such limits have a negative impact on the	
32	full funding of schools	
33	i. Eliminate tax laws and rulings that are harmful to educa-	
34	tional employees and educational needs	
35	j. Attract expatriated business and investment to return to	
36	benefit our American economy	
37	k. Encourage penalties to corporations that move their	
38	interests abroad to avoid tax liabilities	
39	l. Provide for public funding of national political cam-	
40	paigns to enable greater equity in access to the political	
41	process	
42	m. Restructure the alternative minimum tax (AMT) by index-	
43	ing it to inflation at the AMT’s original level. (1978, 2009)	
44		
45		
46	A-24. Privatization and Subcontracting Programs[†]	
47	The National Education Association believes in promot-	
48	ing the importance of quality public education, the principle	
49	of separation of church and state, the economic security of	
50	public education employees, and racial integration in the public	
51	schools.	
52	The Association opposes any privatization or subcontracting	
53	arrangement that—	
54	a. Has the potential to reduce the resources that otherwise	
55	would be available to achieve and/or maintain a system	
56	of quality public education or the potential to otherwise	
57	negatively impact on public education	
58	b. Allows public funds to be used for religious education or	
59	other religious purposes or that otherwise weakens the	
60	wall of separation between church and state	
61		
62		
63	[†] See <i>NEA Handbook</i> for the Policy Statement on Privatization and Subcon-	
64	tracting adopted by the 2000 Representative Assembly, which sets forth the	
65	Association’s full position dealing with this subject.	
	c. Places the economic security of public education employ-	66
	ees at risk, without regard to individual job performance,	67
	so that the services in question can be performed by	68
	private sector employees	69
	d. Replaces services that are, or could feasibly be, provided	70
	by the public schools	71
	e. Has the purpose or effect of causing or maintaining	72
	racial segregation in the public schools	73
	f. Has not been agreed to by the affected affiliate. (2000)	74
		75
	A-25. Voucher Plans and Tuition Tax Credits	76
	The National Education Association believes that voucher	77
	plans, tuition tax credits, or other funding/financial arrange-	78
	ments that use tax monies to subsidize preK through 12 private	79
	school education can undermine public education; reduce the	80
	support needed to adequately fund public education; cause	81
	racial, economic, and social segregation of students; and	82
	threaten the constitutional separation of church and state that	83
	has been a cornerstone of American democracy.	84
	The Association opposes voucher plans, tuition tax credits,	85
	or other such funding arrangements that pay for students to	86
	attend sectarian schools. The Association also opposes any	87
	such arrangements that pay for students to attend nonsectarian	88
	preK through 12 private schools in order to obtain educational	89
	services that are available to them in public schools to which	90
	they have reasonable access.	91
	The Association also believes that any private school or	92
	agency that receives public funding through voucher plans,	93
	tax credits, or other funding/financial arrangements must be	94
	subject to all accountability measures and regulations required	95
	of public schools. The Association believes tax-exempt status	96
	should be denied to those institutions whose policies and/or	97
	practices prevent the integration of the institutions. (1970, 2014)	98
		99
	A-26. Educational Bureaucracy	100
	The National Education Association believes that expanding	101
	the educational bureaucracy severely limits optimal classroom	102
	instruction. Affiliates should work toward a teacher-led educa-	103
	tional system that will reduce bureaucracy. (1977, 1996)	104
		105
		106
	A-27. For-Profit Schools[†]	107
	The National Education Association believes that there is	108
	an inherent conflict between serving the needs of children and	109
	serving the needs of stockholders in an educational setting, and	110
	opposes education for profit. (2000)	111
		112
	A-28. Funding for Extracurricular Programs	113
	The National Education Association believes that every	114
	public school student must have an opportunity to participate in	115
	school-sanctioned and funded extracurricular programs.	116
	The Association urges that equitable funds for transpor-	117
	tation, facilities, equipment, and remuneration of staff be	118
	provided for all school-sanctioned extracurricular activities.	119
	Funding should be equitably distributed between athletic and	120
	nonathletic extracurricular activities. The Association also	121
	believes that extracurricular fundraising is not an acceptable	122
	substitute for district funding of extracurricular activities.	123
	(1975, 2001)	124
		125
		126
		127
		128
	[†] See <i>NEA Handbook</i> for the Policy Statement on Privatization and Subcon-	129
	tracting adopted by the 2000 Representative Assembly, which sets forth the	129
	Association’s full position dealing with this subject.	130

1	A-29. Local Education Foundations		
2	The National Education Association believes that local	such classrooms should be appropriately equipped for optimal	66
3	education foundations (LEFs) can strengthen the educational	teaching and learning. The Association also believes that	67
4	objectives of a school system by supporting programs that will	temporary or portable structures such as trailers are inherently	68
5	enhance the approved school curriculum. LEFs are nonprofit	inadequate substitutes for permanent structures. (1969, 2009)	69
6	organizations whose boards represent local community and		70
7	education leaders. Each LEF is unique in its operation with	A-32. Acceptable Charter Schools and Other	71
8	the purpose of generating resources for local public education	Nontraditional Public School Options[†]	72
9	programs.	The National Education Association supports innovation	73
10	The Association also believes that LEFs should be separate	in public education. The Association believes that acceptable	74
11	from the local board of education and district administration	charter schools and other nontraditional public school options,	75
12	and must not supplant local budgets. The Association further	which comply with Association criteria, including, but not	76
13	believes that education employees in positions within an LEF-	limited to, collective bargaining efforts and the full participa-	77
14	funded program must be a part of an existing collective bar-	tion of the association, can provide educational alternatives for	78
15	gaining unit or, in nonbargaining jurisdictions, must be subject	students. The Association also believes that, when concepts	79
16	to the existing legislation, employer policy, and/or other sources	such as charter schools and other nontraditional school options	80
17	that establish the terms and conditions of employment. The	are proposed, affected public education employees should be	81
18	Association believes that projects and programs developed by	directly involved in the design, implementation, and gover-	82
19	LEFs must not replace current educational programs offered by	nance of these programs.	83
20	the district and must not displace members from assignments	The Association further believes that plans should not	84
21	held in the district. The district must be reimbursed for the use	negatively impact the regular public school program and must	85
22	of facilities, resources, or services at the full rate.	include adequate safeguards covering contract and employment	86
23	The Association also believes that LEFs should grant awards	provisions for all employees, voluntary participation, health and	87
24	to education employees in a fair, equitable, and nondiscrimina-	safety standards for all students and employees, nondiscrimi-	88
25	tory process. LEFs should establish, publish, and implement	nation and equal educational opportunity, staffing by licensed	89
26	clear guidelines for granting awards.	education professionals, and financial responsibility.	90
27	The Association further believes that education employ-	The Association believes that programs must be adequately	91
28	ees included in LEF grant programs must be protected from	funded, must comply with all standards for academic assess-	92
29	reproach by school and/or community members. (2006, 2007)	ment applicable to regular public schools, must include start-up	93
30		resources, must not divert current funds from the regular public	94
31	QUALITY EDUCATION	school programs, and must contain appropriate procedures for	95
32		regular periodic assessment and evaluation, as well as adequate	96
33	A-30. School Improvement Process	attendance and record keeping procedures.	97
34	The Association believes that any school improvement	The granting of charters should be consistent with the fol-	98
35	process must, at a minimum—	lowing principles:	99
36	a. Involve all school staff as active partners in the develop-	a. Charter schools should serve as a laboratory for field-	100
37	ment of the plan	testing curricular and instructional innovations and/or to	101
38	b. Provide the additional funding, resources, and assistance	provide educational opportunities for students who can-	102
39	necessary to accomplish the plan	not adequately be served in mainstream public schools.	103
40	c. Identify the responsibilities of each stakeholder—stu-	b. Charter school programs must be qualitatively different	104
41	dents, education employees, parents/guardians, commu-	from what is available in mainstream public schools and	105
42	nity members, government, policymakers, social agen-	not just an avenue for parental choice.	106
43	cies, and taxpayers—in the implementation of the plan	c. Local school boards should be the only entity that can	107
44	d. Provide time for planning, implementation, and	grant or renew charter applications.	108
45	reassessment	d. The criteria for granting a charter should include a	109
46	e. Be consistent with education employees' rights and	description of clear objectives, missions, and goals.	110
47	responsibilities as set forth in laws, contracts, policies,	Renewal of a charter should be contingent on the	111
48	and/or local agreement processes. (1971, 2014)	achievement of these objectives, missions, and goals.	112
49		e. Appeals of local school board decisions in charter appli-	113
50	A-31. Improving and Maintaining Educational	cations should be made to a state education agency but	114
51	Facilities	appeals should be heard only on the grounds of arbitrary,	115
52	The National Education Association believes that many edu-	capricious, or unreasonable decision making, not on the	116
53	cational facilities are in a state of decay, neglect, and/or deterio-	educational judgment of the local school board.	117
54	ration. The Association supports funding to modernize, expand,	f. Prior to employment at a charter school, educators	118
55	replace, and/or maintain these facilities in order to provide a	should be given full disclosure with regard to working	119
56	safe, healthy, and effective teaching and learning environment	conditions, right of return, transfer rights, and financial	120
57	for students and education employees.	implications.	121
58	The Association also believes that the community, parents/	g. Private, for-profit entities should not be eligible to receive	122
59	guardians, students, and education employees must be effec-	a charter.	123
60	tively involved in the development of plans to modernize,	h. Charter schools should have a limited right to contract	124
61	expand, and/or replace facilities.	with for-profit entities for services only to the extent that	125
62	The Association further believes that preventive maintenance	mainstream public schools can do so.	126
63	in all facilities is equally important in achieving this goal.		127
64	The Association believes that all students deserve class-		128
65	rooms that are contained in a permanent physical plant and that		129
			130

[†] See *NEA Handbook* for the Policy Statement on Charter Schools adopted by the 2001 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1	i.	Charters should not be granted for the purpose of home schooling, including providing services over the Internet to home schooled students.	66
2			67
3			68
4	j.	Charter schools should be nonsectarian in nature.	69
5			70
6	k.	Private schools should not be able to convert to charter school status. If state law allows such conversions, the chartering agency should ensure that the converted school is significantly different in student body, governance, and education program than its predecessor. This assurance should be especially vigorous in the case of schools with prior religious affiliation.	71
7			72
8			73
9			74
10			75
11			76
12	l.	Charters should be granted for a limited period, with five years being the norm, and should be opened within one year of the date the charter was granted.	77
13			78
14			79
15	m.	School district lease agreements must not be written to exceed the length of time that a charter is authorized.	80
16			81
17	n.	Charter schools should be monitored on a continuing basis and the charter should be subject to modification or revocation at any time if the children's or the public's interest is at stake.	82
18			83
19			84
20			85
21	o.	Charters should not be granted unless the chartering agency is satisfied that adequate startup resources will be available.	86
22			87
23			88
24	p.	Charter schools should secure insurance for liability, financial loss, and property loss. A school district should not be responsible for debts of a charter school, except for debts previously agreed upon in writing by both the district and the governing body of the charter school.	89
25			90
26			91
27			92
28	q.	School boards must be authorized to deny applications that do financial harm to the authorizing school districts.	93
29			94
30			95
31		Charter schools should be designed and operated in accordance with the following principles:	96
32			97
33	a.	Charter schools may have flexibility within the requirements of law dealing with curriculum, instruction, staffing, budget, internal organization, calendar, and schedule.	98
34			99
35	b.	Charter schools must meet the same requirements as mainstream public schools with regard to licensure/certification and other requirements of teachers and education employees, health and safety, public records and meetings, finance and auditing, student assessment, civil rights, and labor relations.	100
36			101
37			102
38			103
39			104
40			105
41			106
42	c.	Teachers and education support professionals should be considered public employees.	107
43			108
44	d.	Teachers and education support professionals should have the same constitutional and statutory rights as other public employees.	109
45			110
46			111
47	e.	Charter schools should be subject to the same public sector labor relations laws as mainstream public schools and charter school employees should have the same collective bargaining rights under law and local practice as their counterparts in mainstream public schools.	112
48			113
49			114
50			115
51			116
52	f.	Students should not be charged tuition or required to pay a fee to attend a charter school.	117
53			118
54	g.	Students should not be involuntarily assigned to attend a charter school.	119
55			120
56	h.	Charter schools should have some discretion in selecting or rejecting students if they are designed to serve a targeted student population. Students shall not be screened on the basis of race, religion, gender, sexual orientation and/or gender identity, English-language proficiency, family income, athletic ability, special needs, parental involvement in school affairs, intellectual potential, academic achievement, or cost of educating the student. Indirect screening such as denying admission because of the cost of transportation of a student shall not be permitted.	121
57			122
58			123
59			124
60			125
61			126
62			127
63			128
64			129
65			130

A-33. Takeover of Public Schools or Public School Districts

The National Education Association believes that the locally elected school board should govern the school district to provide an educational program designed to meet the needs of all students in the district. School boards of public school districts undergoing a program improvement process should maintain their authority over school district business as duly elected officials of the school district.

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

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

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

A-34. Federally or State-Mandated Choice/Parental Option Plans

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

The Association also believes that local districts, in partnership with state and federal governments, must provide a quality education for every student by securing sufficient funding to maintain and enhance excellence in each local public school district.

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

A-35. School Restructuring

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

- a. Adhere to collectively bargained labor agreements
- b. Comply with all appropriate school board policies

1	c. Exhaust all viable evidence-based internal school	The Association recognizes that equal per pupil funding may	66
2	improvement plans that address the needs of the whole	not provide equal education. The Association also believes in	67
3	child	equal educational programs and the equitable funding of such	68
4	d. Identify, analyze, and evaluate the impact of restructur-	ing and its funding	69
5	ing and its funding	ical location, density of population, or consolidation of rural	70
6	e. Deliberate restructuring proposals in open meetings and	schools. (1976, 1997)	71
7	public hearings		72
8	f. Develop procedures and criteria that support and attract		73
9	staff transfers to/from restructured schools.	A-40. Urban Development	74
10	The Association also believes that education services in	The National Education Association believes that profes-	75
11	restructured schools should continue to be provided by public	sional organizations should be concerned about the quality	76
12	entities and public employees. (2006, 2012)	of life in our cities and should advocate policies or programs	77
13		concerning land use, zoning, urban development, economic	78
14	A-36. District Consolidation/Deconsolidation	growth, plant closings, mass transit, rent subsidy, or other issues	79
15	The National Education Association believes that any	vitaly affecting patterns of community development and subse-	80
16	proposal that calls for the consolidation/deconsolidation of dis-	quently the quality of education in our schools. (1974, 1988)	81
17	tricts should be brought forth by locally elected school boards		82
18	of affected districts.	A-41. U.S. Federal Schools	83
19	The Association also believes that district consolidation/	The National Education Association believes that all federal	84
20	deconsolidation must employ a democratic process that mean-	schools, except those under the control of the Bureau of Indian	85
21	ingfully involves local associations and other stakeholders in all	Affairs, should come under the auspices of the U.S. Department	86
22	decision making.	of Education.	87
23	The Association further believes that if districts undergo	The Association also believes that all dependents of U.S.	88
24	consolidation/deconsolidation, all education employees in the	government employees in Department of Defense Education	89
25	new district(s) should be treated equitably with no reduction in	Activity (DoDEA) schools should be afforded the opportunity	90
26	the salary, benefits, protections, bargaining rights, or due pro-	to attend such schools and opposes any attempt by Congress to	91
27	cess rights of the employees. Employees of these public school	privatize these federal schools. (1980, 2002)	92
28	districts should remain bargaining unit members of local, state,		93
29	and national affiliates. (2008)	B. ADVANCE THE CAUSE OF PUBLIC	94
30		EDUCATION FOR ALL INDIVIDUALS	95
31	A-37. Media Utilization		96
32	The National Education Association believes that the broad-	LIFELONG LEARNING	97
33	casting industry must serve the public interest and educational		98
34	process. The Association encourages the creative and innova-	B-1. Early Childhood Education[†]	99
35	tive use of media for improving instruction. It is essential that	The National Education Association supports early child-	100
36	teachers or their designees have the right to record programs off	hood education programs in the public schools for children	101
37	the air and play them back on a delayed basis sufficient to meet	from birth through age eight. The Association also supports a	102
38	the needs of effective teaching.	high-quality program of transition from home and/or preschool	103
39	The Association also believes that the Public Broadcasting	to the public kindergarten or first grade. This transition should	104
40	Service (PBS), National Public Radio (NPR), and expand-	include communication and cooperation among parents/guard-	105
41	ing cable television (CATV) should provide communication	ians, the preschool staff, and the public school staff. The Asso-	106
42	services for education. Federal regulations should guarantee	ciation believes that such programs should be held in facili-	107
43	the reservation of at least 20 percent of the channel capacity	ties that are appropriate to the developmental needs of these	108
44	of CATV systems for public school access and other public	children. The Association also believes that early childhood	109
45	purposes.	education programs should include a full continuum of services	110
46	The Association urges its affiliates to become involved in	for parents/guardians and children, including child-care, child	111
47	the program development and utilization of each of these media	development, developmentally appropriate and diversity-based	112
48	resources. The Association also urges continued local, state, and	curricula, special education, and appropriate bias-free screen-	113
49	federal financial support for public broadcasting. (1981, 1996)	ing devices. Early childhood education programs also must be	114
50		sensitive to and meet the physical, social, mental, and emo-	115
51	A-38. Community Education	tional health and nutritional needs of children.	116
52	The National Education Association believes that the con-	The Association further believes that early childhood educa-	117
53	cept of community education encourages schools to provide	tion programs should maintain small group size with appropri-	118
54	leadership in solving community problems.	ate staff/child ratios for each age level. These programs must be	119
55	The Association urges its state affiliates to become involved	staffed by the appropriate ratio of teachers, administrators, and	120
56	in the promotion, expansion, and implementation of community	support staff who are prepared in early childhood education	121
57	education programs in their states. (1977, 1986)	and child development. When two half-day sessions are taught	122
58		by one teacher, the total class load for both sessions should	123
59	A-39. Rural Education	not exceed the number of students in a first-grade class. Males	124
60	The National Education Association supports a strong rural	should be encouraged and recruited to enter and be actively	125
61	educational system and the preservation of the community	involved in early childhood education. Preparation programs	126
62	infrastructure in rural America.		127
63	The Association believes that rural areas contain a range of		128
64	conditions that make them unique and supports the develop-	[†] See <i>NEA Handbook</i> for the Policy Statement on Kindergarten and Prekin-	129
65	ment of programs that recognize and deal with rural needs.	dergarten adopted by the 2003 Representative Assembly, which sets forth	130
		the Association's full position dealing with this subject.	

1	for staff should lead to credentials consistent with the educa-	
2	tional standards in each state.	
3	The Association recognizes the value of quality early child-	
4	hood education programs in preparing young children to enter	
5	school ready to learn. High quality early childhood programs	
6	should be staffed by teachers, administrators, and education	
7	support professionals who possess a deep understanding of	
8	child development and specialized training in early childhood	
9	education. To provide the quality of early education and care	
10	necessary to prepare children for success in school, we recom-	
11	mend that—	
12	a. All teachers working in publicly funded preschool pro-	
13	grams hold a bachelor’s degree in child development and/	
14	or early childhood education	
15	b. All instructional assistants working in publicly funded	
16	preschool programs hold an Associate’s degree in child	
17	development or early childhood education	
18	c. Lead teachers in private child care centers hold a mini-	
19	imum of an Associate’s degree in child development or	
20	early childhood education	
21	d. All teaching assistants in private child care centers hold	
22	a minimum of a Child Development Associate (CDA)	
23	or a state-issued certificate that meets or exceeds CDA	
24	requirements.	
25	States should develop incentives and supports to enable	
26	teachers and education support professionals currently work-	
27	ing in early childhood programs to obtain the recommended	
28	credentials without compromising the quality of education and	
29	care that children receive and without substantially increasing	
30	the cost of care to parents.	
31	The Association also recognizes the importance of parental	
32	involvement in a child’s development. The Association fur-	
33	ther supports the provision of training programs that prepare	
34	parents/guardians to take an active role in the child’s education.	
35	These programs should provide an awareness of the expecta-	
36	tions that will be placed on the child as well as familiarization	
37	with new policies and procedures that the child will experience	
38	in the new environment.	
39	The Association believes that federal legislation should	
40	be enacted to assist in organizing the implementation of fully	
41	funded early childhood education programs offered through	
42	the public schools. These programs must be available to all	
43	children on an equal basis and should include mandatory kin-	
44	dergarten with compulsory attendance.	
45	The Association supports regulations requiring children	
46	starting kindergarten to have reached age five at the beginning	
47	of a kindergarten program.	
48	The Association advocates the establishment of fully funded	
49	early childhood special education programs. These programs	
50	and necessary services should be readily accessible for children	
51	with disabilities and staffed by certified/licensed teachers,	
52	qualified support staff, and therapists. (1975, 2009)	
53		
54	B-2. Independent Reading Skills	
55	The National Education Association believes that it is criti-	
56	cal that students become independent readers to succeed in	
57	school and life. Reading instruction, with appropriate interven-	
58	tion, especially in the early grades, is essential for learning in	
59	all content areas and for achieving high standards. Teachers	
60	at all levels should be provided adequate resources, including	
61	a fully funded and staffed school library media center, and	
62	encouraged to use their expertise to address the diverse needs	
63	of students.	
64	The Association also believes that the acquisition of the	
65	primary language spoken within the home is the foundation	
	for reading skills development. Emerging literacy skills begin	66
	with the interaction and communication between children and	67
	adults. An increased number of words spoken to a child during	68
	language development increases future reading proficiency.	69
	The Association further believes that schools and communities	70
	should work together in raising awareness of the link between	71
	language development and reading skills acquisition.	72
	The Association believes that teachers’ efforts to value and	73
	promote reading should be supported by parents/guardians,	74
	school library media specialists, other education employees,	75
	and communities. (1998, 2009)	76
		77
	B-3. Effective Communication	78
	The National Education Association believes that it is criti-	79
	cal that students become effective communicators in school and	80
	in life. Effective communication includes the written word, the	81
	spoken word, and all other forms of expression. Communica-	82
	tion instruction is essential for learning in all content areas and	83
	for achieving high standards. Educators should be provided	84
	adequate resources and encouraged to use their expertise to	85
	address the diverse needs of students.	86
	The Association also believes that educators’ efforts to value	87
	and promote effective communication should be supported by	88
	parents/guardians, administrators, other education employees,	89
	and communities. (2009)	90
		91
	B-4. Middle School and Junior High School	92
	Programs	93
	The National Education Association recognizes the aca-	94
	ademic, personal, and special needs of the early adolescent or	95
	middle school learner.	96
	The Association encourages development of a curriculum	97
	that establishes realistic academic challenges that include char-	98
	acter development, career, vocational, and technical explora-	99
	tion, and self-awareness that foster positive self-esteem.	100
	The Association also encourages the development of guid-	101
	ance and counseling programs that stimulate parental and com-	102
	munity involvement, and promote health services. (1976, 2010)	103
		104
	B-5. Student Attendance	105
	The National Education Association believes that consistent	106
	student attendance in school is vital to academic success. The	107
	Association supports the ongoing efforts of schools and educa-	108
	tors to minimize tardiness and other attendance issues. (2013)	109
		110
	B-6. Dropout Prevention	111
	The National Education Association believes high school	112
	graduation must be a federal, state, and local priority.	113
	The Association also believes that education systems should	114
	collaborate with parents/guardians and the broader community.	115
	Together, they should provide intervention, social/emotional	116
	and legal support, academic assistance, and career programs to	117
	ensure that preK through 12 students remain in school through	118
	the completion of high school graduation requirements.	119
	The Association further believes that the disaggregation	120
	of graduation rate data is essential to identify and to target	121
	for appropriate interventions highly impacted groups for high	122
	school completion. (2008, 2010)	123
		124
	B-7. Expanding Student Graduation and	125
	Promotion Options	126
	The National Education Association believes that public	127
	high schools should expand graduation and promotion options	128
	for students and create partnerships with colleges, alternative	129
	schools, and vocational, career and technical programs.	130

1	The Association also believes that states and local school	66
2	districts should employ multiple options in determining gradua-	67
3	tion and promotion requirements.	68
4	The Association further believes that these options serve as	69
5	valid indicators of readiness for postsecondary opportunities.	70
6	(2008)	71
7		72
8	B-8. High School Diploma/Equivalency	73
9	The National Education Association supports the concept of	74
10	a high school education for all and believes that every stu-	75
11	dent should earn a high school diploma or its equivalent. The	76
12	Association also believes in the value of academic prepara-	77
13	tion, school attendance, and social interaction for meeting the	78
14	requirements of high school graduation.	79
15	The Association recognizes that in some instances the use of	80
16	high school equivalency tests is acceptable when the best inter-	81
17	ests of the students are served. The Association also believes	82
18	that high school equivalency testing can be misused and can	83
19	have a negative impact.	84
20	The Association believes that any state or district plan to	85
21	use equivalency testing as the basis for qualification for a high	86
22	school diploma should be developed cooperatively by classroom	87
23	teachers, certified/licensed specialized instructional support	88
24	personnel, administrators, and governing boards. (1976, 2015)	89
25		90
26	B-9. Adult Education	91
27	The National Education Association supports adult educa-	92
28	tion programs that provide lifelong educational and career	93
29	opportunities. Adult education is the practice of educating	94
30	adults through non-college credit classes. The Association	95
31	recognizes the importance of high school completion, English	96
32	language acquisition, parenting education, career training, and	97
33	other adult education programs that provide students with an	98
34	opportunity to become productive, effective, and responsible	99
35	parents, citizens, and community members.	100
36	The Association believes that to have access to adult educa-	101
37	tion programs, adult education students with minor children	102
38	should have child care available at their educational sites during	103
39	class time. (2006, 2013)	104
40		105
41	B-10. Higher Education	106
42	The National Education Association supports higher educa-	107
43	tion from fully accredited institutions as an essential part of the	108
44	education process. Higher education is postsecondary education	109
45	that provides college credit and/or certification/licensure. The	110
46	Association believes that postsecondary education serves an	111
47	invaluable function for intellectual development, research and	112
48	scholarship, career preparation, and preparation for life.	113
49	The Association also supports access to postsecondary pro-	114
50	grams for all qualified students without regard to age, gender,	115
51	sexual orientation, gender identity, disability, race, military reg-	116
52	istration status, or ability to pay. The Association also believes	117
53	that postsecondary institutions should not penalize degree-	118
54	holding students who return to upgrade or develop new skills.	119
55	The Association further supports fully funded, guaranteed	120
56	student loan and grant programs, including fully funded health	121
57	care insurance. Guaranteed loans should be made available for	122
58	all students. Criteria for grants should include the total financial	123
59	situation of the family, other family members currently enrolled	124
60	in institutions of higher education, and parents'/guardians' abil-	125
61	ity to contribute financially.	126
62	The Association further believes that clear admission and	127
63	graduation standards, careful student counseling, tutorial and	128
64	other support services, the right to complete coursework dur-	129
65	ing or after the quarter/semester missed due to documented	130
	extended illness, active participation of students in their	
	own learning, and a thoughtfully articulated curriculum can	
	significantly help increase the number of students successfully	
	completing their degrees.	
	The Association believes that all courses must be offered	
	with sufficient frequency and with a sufficient number of sec-	
	tions to enable students to graduate within the time prescribed	
	for each program.	
	The Association urges the nation's colleges and universi-	
	ties to develop, in cooperation with the Association, a uniform	
	formula to evaluate credit hours. (1980, 2015)	
	EDUCATIONAL EQUITY	
	B-11. Class Size	
	The National Education Association believes that excellence	
	in the classroom can best be attained by small class size.	
	Class size maximums must be based on the type of stu-	
	dents, grade level, subject area content, and physical facilities.	
	The Association also believes in optimal class sizes in regular	
	programs and a proportionately lower number in programs for	
	students with exceptional needs. Weighted class size formulas	
	should be implemented to reflect the inclusion of exceptional	
	students. The Association further believes in establishing	
	workload maximums for all curricular areas, not to exceed the	
	recommendations of their respective national organizations.	
	The Association believes that state departments of education	
	should, on a yearly basis, collect and report class size data that	
	reflect the class size experienced by most students. (1982, 2013)	
	B-12. Diversity	
	The National Education Association believes that a diverse	
	society enriches all individuals. Similarities and differences	
	among race, ethnicity, color, national origin, language, geo-	
	graphic location, religion, gender, sexual orientation, gender	
	identity, age, physical ability, size, occupation, and marital,	
	parental, or economic status form the fabric of a society. Educa-	
	tion should foster a vibrant, pluralistic society that authentically	
	reflects diverse populations and cultural perspectives.	
	The Association further believes in the importance of	
	observances, programs, and curricula that accurately portray	
	and recognize the roles, contributions, cultures, and history of	
	diverse groups and individuals.	
	The Association encourages affiliates and members to	
	become part of programs and observances that may include	
	cultural and heritage celebrations and/or history months. (1995,	
	2015)	
	B-13. Racial Diversity Within Student Populations	
	The National Education Association believes that a racially	
	diverse student population is essential for all elementary/sec-	
	ondary schools, colleges, and universities to promote racial	
	equality, improve academic performance, and foster a robust	
	exchange of ideas. The Association also believes that a racially	
	diverse student population may not be achieved or maintained	
	in all cases simply by ending discriminatory practices and	
	treating all students equally regardless of race. Strategies	
	should be encouraged to enhance equity in the education of our	
	students.	
	The Association further believes that, to achieve or maintain	
	racial diversity, it may be necessary for elementary/secondary	
	schools, colleges, and universities to take race into account in	
	making decisions as to student admissions, assignments, and/or	
	transfers. (1999, 2015)	

**1 B-14. Racism, Sexism, Sexual Orientation, and
2 Gender Identity Discrimination**

3 The National Education Association believes in the equality
4 of all individuals. Discrimination and stereotyping based on
5 such factors as race, gender, sexual orientation, gender iden-
6 tity, disability, ethnicity, immigration status, occupation, and
7 religion must be eliminated.

8 The Association also believes that plans, activities, and
9 programs for education employees, students, parents/guardians,
10 and the community should be developed to identify and elimi-
11 nate discrimination and stereotyping in all educational settings.
12 Such plans, activities, and programs must—

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

51 The Association encourages its affiliates to develop and
52 implement training programs on these matters. (1996, 2015)
53

54 B-15. American Indian/Alaska Native Education

55 The National Education Association recognizes that the
56 complex and diverse needs of American Indian/Alaska Native
57 children require the direct involvement of parents/guardians,
58 Native educators, tribal leaders, and other Native groups in
59 developing programs that preserve the rich heritage of their
60 cultures.

61 The Association believes that funding for American Indian/
62 Alaska Native education must provide for improvements. The
63 Association supports the movement toward self-determination
64 by American Indians/Alaska Natives provided that such
65 programs are voluntary. Any termination of federal support as

either a direct or an indirect result of efforts to extend self-
determination is opposed. 66
67

- The Association also believes in efforts that provide for— 68
 - a. Involvement and control of the education of American 69
 - Indian/Alaska Native students by their parents/guard- 70
 - ians, communities, and educators 71
 - b. Opportunities for higher education for all American 72
 - Indian/Alaska Native students through direct governmen- 73
 - tal assistance in graduate and undergraduate programs 74
 - c. Involvement of American Indians/Alaska Natives in lob- 75
 - bying efforts for federal programs 76
 - d. Protection and maintenance of the integrity of American 77
 - Indian/Alaska Native families and their tribal cultures so 78
 - that, if a child has to be removed from his or her home, 79
 - placement should be determined by the child’s tribe 80
 - e. Recognition of American Indian/Alaska Native educators 81
 - as role models 82
 - f. Involvement of American Indians/Alaska Natives in 83
 - professional development programs dealing with cultural 84
 - pluralism and Native values 85
 - g. American Indian/Alaska Native involvement in develop- 86
 - ing multicultural learning centers at higher education 87
 - institutions 88
 - h. English proficiency programs that are designed to meet 89
 - the language needs of American Indian/Alaska Native 90
 - students 91
 - i. Instruction in treaty rights and traditional hunting, fish- 92
 - ing, and gathering practices by American Indians/Alaska 93
 - Natives 94
 - j. Assistance to affiliates in meeting the educational needs 95
 - of American Indian/Alaska Native students 96
 - k. Coordination with American Indian/Alaska Native 97
 - organizations and concerned agencies that promote the 98
 - values, heritage, language, culture, and history of Ameri- 99
 - can Indian/Alaska Native peoples 100
 - l. Dissemination of information and programs that include 101
 - the values, heritage, language, culture, and history of 102
 - American Indians/Alaska Natives 103
 - m. Control of Native lands by American Indians/Alaska 104
 - Natives 105
 - n. Protection of undergraduate and graduate ethnic studies 106
 - programs at universities and community colleges, and 107
 - course offerings at the high school level. (1976, 2011) 108

B-16. Hispanic Education

The National Education Association recognizes that the
complex and diverse needs of Hispanic children require the
direct involvement of Hispanic educators, parents/guardians,
and community leaders in developing programs that meet
the cultural, language, and learning characteristics of these
children. 111
112
113
114
115
116

- The Association believes in efforts that provide for— 117
 - a. Programs establishing appropriate educational opportu- 118
 - nities for Hispanic students 119
 - b. Grants and scholarships for higher education that will 120
 - facilitate the recruitment, entry, and retention of Hispanics 121
 - c. Recognition of Hispanic educators as role models 122
 - d. Hiring, promotion, and retention of Hispanic educators at 123
 - all levels of the education profession 124
 - e. Recruitment, training, employment, and retention of 125
 - bilingual, bicultural, and culturally competent teachers, 126
 - counselors, and other professional and support staff to 127
 - meet the needs of Hispanic students 128
 - f. English proficiency programs that are designed to meet 129
 - the language and cultural needs of Hispanic students 130

1	g. Dissemination of information and programs that include	
2	the values, heritage, language, culture, and history of	
3	Hispanics	
4	h. Assistance to affiliates in meeting the educational needs	
5	of Hispanic students	
6	i. English proficiency programs that are designed to meet	
7	the needs of Hispanic students	
8	j. Involvement of Hispanics in lobbying efforts for federal	
9	programs	
10	k. Involvement of Hispanic educators in developing educa-	
11	tional materials used in classroom instruction	
12	l. Coordination with Hispanic organizations and concerned	
13	agencies that promote the values, language, culture, and	
14	history of Hispanics	
15	m. Involvement of Hispanics in professional development	
16	programs dealing with cultural pluralism and Hispanic	
17	values	
18	n. Opposition to the resegregation of the public schools	
19	through overrepresentation in special education programs	
20	and underrepresentation in gifted programs	
21	o. Opposition to the resegregation of the public schools	
22	through overrepresentation and/or underrepresentation in	
23	charter schools	
24	p. Programs that address the alarming dropout rates of male	
25	students and the disproportionate teen pregnancy rate	
26	of Hispanic female students and encourage continuing	
27	education	
28	q. Protection of undergraduate and graduate ethnic studies	
29	programs at universities and community colleges, and	
30	course offerings at the high school level.	
31	The responsibility for developing and implementing pro-	
32	grams for Hispanic children should be realized by state and	
33	local agencies, regardless of the availability of federal funds.	
34	(1972, 2013)	
35		
36	B-17. Asian and Native Hawaiian or Other Pacific	
37	Islander Education	
38	The National Education Association recognizes that the	
39	complex and diverse needs of Asian and Native Hawaiian or	
40	other Pacific Islander children require the direct involvement of	
41	Asian and Native Hawaiian or other Pacific Islander educators,	
42	parents/guardians, and community leaders in the development	
43	of programs that preserve the rich heritage of their cultures.	
44	The Association believes in efforts that provide for the—	
45	a. Preservice and continuing education of teachers	
46	b. Development of curriculum and instructional materials	
47	and programs, including English proficiency programs	
48	that are designed to meet the language needs of Asian	
49	and Native Hawaiian or other Pacific Islander students	
50	c. Education of Asian and Native Hawaiian or other Pacific	
51	Islander adult refugees	
52	d. Dissemination of programs and information that include	
53	the values, heritage, language, culture, and history of	
54	Asian and Native Hawaiian or other Pacific Islanders	
55	e. Recognition of Asian and Native Hawaiian or other	
56	Pacific Islander educators as role models	
57	f. Protection of undergraduate and graduate ethnic studies	
58	programs at universities and community colleges, and	
59	course offerings at the high school level.	
60	The Association encourages opportunities to preserve,	
61	promote, and perpetuate Asian and Native Hawaiian or other	
62	Pacific Islander heritage and culture. (1979, 2011)	
63		
64		
65		
	B-18. Micronesian Education	66
	The National Education Association recognizes that the	67
	complex and diverse needs of Micronesian children require the	68
	direct involvement of Micronesian island educators, parents/	69
	guardians, and community leaders in the development of pro-	70
	grams that meet the cultural, language, and learning character-	71
	istics of these children.	72
	The Association believes in efforts that provide for—	73
	a. Programs establishing appropriate educational opportu-	74
	nities for Micronesian students	75
	b. Development of curriculum and instructional materials	76
	and programs, including English proficiency programs	77
	that are designed to meet the language needs of Microne-	78
	sian students	79
	c. Development of relationship-building and culturally	80
	cohesive frameworks designed to meet the needs of	81
	Micronesians in the school, home, and work environment	82
	d. The recruitment, training, and employment of Microne-	83
	sian island educators as role models, bilingual teachers,	84
	counselors, and other professional and support staff to	85
	meet the needs of Micronesian students	86
	e. Involvement of Micronesian educators in developing	87
	educational materials for classroom instruction, as well	88
	as the dissemination of information and programs that	89
	include the values, heritage, language, culture, and his-	90
	tory of Micronesians	91
	f. Assistance to affiliates in meeting the educational needs	92
	of Micronesian students	93
	g. Opportunities for higher education for all Micronesian	94
	students through direct and indirect governmental assis-	95
	tance in graduate and undergraduate programs	96
	h. Protection of undergraduate and graduate ethnic studies	97
	programs at universities and community colleges, and	98
	course offerings at the high school level.	99
	The Association encourages opportunities to preserve, pro-	100
	mote, and perpetuate Micronesian heritage and culture. (2008,	101
	2011)	102
		103
	B-19. Black American Education	104
	The National Education Association recognizes that the	105
	complex and diverse needs of Black American children require	106
	the direct involvement of Black American educators, parents/	107
	guardians, community leaders, and groups to assure the devel-	108
	opment of adequate and equal educational programs.	109
	The Association believes that the infusion of Black studies	110
	and/or Afrocentric curricula into the instructional program	111
	acknowledges the contributions of African Americans to his-	112
	tory and Africa as an integral part of world history. The Associ-	113
	ation also believes that these curricula must show a correlation	114
	among social, historical, political, and economic developments	115
	and events regarding Africa, African-Americans, Europeans,	116
	and their descendants worldwide.	117
	The Association further believes in efforts that provide for—	118
	a. The preservation of Black heritage and culture	119
	b. Funding of scholarships to facilitate the entry of Black	120
	students into the teaching profession	121
	c. Recognition of Black educators as role models	122
	d. Recruitment, hiring, retention, and promotion of Black	123
	educators, especially Black males at all levels of the	124
	education profession	125
	e. Involvement of Black educators in developing educa-	126
	tional materials used in classroom instruction	127
	f. English proficiency programs in the regular instructional	128
	process for those Black students experiencing difficulty	129
	with standard English	130

1	g. Programs that address the alarming dropout rate among	66
2	Black male students and the disproportionate teen pregnancy	67
3	rate among Black female students and encourage	68
4	continued education, thereby increasing their participation	69
5	in the work force	70
6	h. Development of athletic programs that promote educational	71
7	excellence, not just athletic power	72
8	i. Opposition to the resegregation of the public schools	73
9	through special classes, or through overrepresentation in	74
10	special education programs and underrepresentation in	75
11	gifted programs	76
12	j. Opposition to the resegregation of public schools through	77
13	overrepresentation and/or underrepresentation in charter	78
14	schools	79
15	k. Dissemination of information and programs that include	80
16	the values, heritage, language, culture, and history of	81
17	Black Americans	82
18	l. Protection of undergraduate and graduate ethnic studies	83
19	programs at universities and community colleges, and	84
20	course offerings at the high school level. (1981, 2011)	85
21		86
22	B-20. Discriminatory Academic Tracking	87
23	The National Education Association believes that the use of	88
24	discriminatory academic tracking based on economic status,	89
25	ethnicity, race, or gender must be eliminated in all public	90
26	school settings. The Association urges its affiliates to oppose	91
27	these practices. (1988, 2005)	92
28		93
29	B-21. Equal Opportunities Through Mathematics	94
30	and Science Education	95
31	The National Education Association believes that mathematics	96
32	and science education provide women and minorities access	97
33	to equal opportunities and equitable treatment for employment	98
34	in mathematics and science-related careers.	99
35	The Association supports the development and maintenance	100
36	of gender-free and culturally unbiased mathematics and science	101
37	programs. The Association encourages the recruitment	102
38	of females and minorities to enroll and participate actively in	103
39	mathematics and science courses and/or to become professionals	104
40	in those fields. (1992, 1999)	105
41		106
42	B-22. Left-Handed Students	107
43	The National Education Association believes that the needs	108
44	of all students, including left-handed students, should be met.	109
45	The Association also believes that appropriate governing agencies	110
46	should provide desks, scissors, and all other materials and	111
47	instruments necessary for left-handed students to achieve on an	112
48	equal basis with right-handed students.	113
49	The Association strongly recommends preservice preparation	114
50	and staff development for education employees that present	115
51	strategies for handwriting instruction to left-handed students.	116
52	Such training should also address sensitizing instructional staff	117
53	to the needs of left-handed students. (1979, 2001)	118
54		119
55	B-23. Color Vision Deficient Students	120
56	The National Education Association believes that the needs	121
57	of all students, including color vision deficient students, must	122
58	be met. All educational materials that use color coding for	123
59	referencing information should be accompanied by an alternate	124
60	method of identifying these items of information such as numbering	125
61	or labeling the names of each color.	126
62	The Association encourages preservice preparation and staff	127
63	development for education employees that present strategies	128
64	for working with color vision deficient students. Such training	129
65		130
	should also address sensitizing instructional staff to the needs	
	of color vision deficient students. (2004, 2005)	
	B-24. Student Peer Mentoring Programs	
	The National Education Association supports student peer	
	mentoring programs that provide incoming students the opportunity	
	to make a smooth transition to new schools. The Association	
	believes that student peer mentoring programs should be supervised	
	by appropriate staff and/or administration. Such programs should	
	be student-based and ongoing. (2004)	
	B-25. Education of Refugee and Undocumented Children and Children of Undocumented Immigrants	
	The National Education Association believes that, regardless	
	of the immigration status of students or their parents, every	
	student has the right to a free public education in an environment	
	free from harassment. The Association also believes that all	
	parents should have equal access to all services provided by the	
	school system regardless of their immigration status. The Association	
	opposes Immigration and Customs Enforcement (ICE) operations	
	on school property. The Association supports access to higher	
	education for undocumented students and access to financial aid	
	and in-state tuition to state colleges and universities in the	
	states where they reside. The Association also believes that	
	neither educational systems nor their employees are responsible	
	for the determination and enforcement of legal residency status.	
	The Association further believes that students who have	
	resided in the United States for at least five years at the time	
	of high school graduation should not be held responsible for	
	decisions they were not legally able to make but rather should	
	be granted legal residency status, and allowed to apply for U.S.	
	citizenship, and that legalization not be used as an incentive for	
	or be dependent on military service. (1980, 2014)	
	B-26. Education of Migrants	
	The National Education Association believes that migrant	
	workers and their children are entitled to educational opportunities	
	that address their diverse and unique educational needs.	
	The Association advocates the implementation of bilingual/	
	bicultural and remedial instructional programs that address the	
	individual instructional needs of migrant students in the United	
	States, regardless of the availability of federal and state funds	
	to support such programs. (1975, 1996)	
	B-27. Communication Between Educators and Non-English Speaking Parents, Guardians, and Caregivers	
	The National Education Association believes that meaningful	
	communication between educators and parents, guardians, and	
	caregivers who lack English language proficiency is necessary	
	to assist in their children's development and the family's	
	integration into United States society. Such communication is	
	especially important when communicating educational plans	
	for students with special needs.	
	The Association also believes that school districts should	
	compile a directory of individuals fluent in specific languages	
	who could be available to translate when necessary.	
	The Association further believes that educators who fulfill	
	the role of translator beyond the scope of their normal duties	
	should be compensated at their equivalent hourly rate. (2005)	

1	B-28. Equity for Incarcerated Persons	66
2	The National Education Association believes that incar-	67
3	cerated persons, regardless of gender, age, or citizenship, are	68
4	entitled to equal access to medical and mental health services	69
5	as well as educational, recreational, and rehabilitative programs	70
6	within all correctional systems.	71
7	The Association also believes that when a student is	72
8	incarcerated and has been identified as having a disability by	73
9	standards of the Individuals with Disabilities Education Act	74
10	or a 504 plan, the plans for the student should be implemented	75
11	during the duration of the incarceration. (1990, 2011)	76
12		77
13	SPECIFIC PROGRAMS FOR INDIVIDUALS	78
14		79
15	B-29. Gifted, Talented, and Creative Students	80
16	The National Education Association believes that there must	81
17	be educational programs and services for gifted, talented, and	82
18	creative students, and supports federal and state funding for the	83
19	education of these students. The Association also believes that	84
20	there must be well-developed criteria and guidelines for iden-	85
21	tifying and teaching these students. Such identification must	86
22	be culturally sensitive and must not discriminate on any basis	87
23	other than the exceptionality being identified.	88
24	The Association further believes that professional devel-	89
25	opment programs in gifted and talented education must be	90
26	provided for all appropriate education employees. This profes-	91
27	sional development should be culturally responsive.	92
28	The Association urges its affiliates to promote the develop-	93
29	ment and implementation of such services to gifted children	94
30	and support for all educators working with this special needs	95
31	population. (1980, 2007)	96
32		97
33	B-30. Educational Programs in Support of	98
34	Lesbian, Gay, Bisexual, Transgender, and	99
35	Questioning Students	100
36	The National Education Association supports appropriate	101
37	and inclusive educational programs that address the unique	102
38	needs and concerns of lesbian, gay, bisexual, transgender, and	103
39	questioning (LGBTQ) students. The Association also supports	104
40	efforts and contributions by educators, parents/guardians, com-	105
41	munity leaders, organizations, and partners in the development	106
42	of these programs. Specific programs should provide—	107
43	a. Acknowledgement of the significant contributions of	108
44	diverse LGBTQ persons in American history and culture	109
45	b. Involvement of educators knowledgeable in LGBTQ	110
46	issues in the development of educational materials that	111
47	integrate factual information about the history, social	112
48	movements, and current events of LGBTQ people	113
49	c. Developmentally appropriate local, state, and national	114
50	resources. (2015)	115
51		116
52	B-31. Alternative Programs for At-Risk and/or	117
53	Students With Special Needs	118
54	The National Education Association recognizes that there	119
55	must be increased development and maintenance of alternative	120
56	programs to meet the needs of at-risk and/or students with spe-	121
57	cial needs, preK through adult. The Association recommends	122
58	early access to intervening services and appropriate identifica-	123
59	tion and placement of these students. Teachers, related service	124
60	providers, and administrators should receive necessary training	125
61	in diagnostic processes and alternative methods of teaching and	126
62	learning, including culturally responsive teaching practices.	127
63	Appropriate training should also be provided to education sup-	128
64	port professionals. In addition, parents/guardians, school secu-	129
65	rity personnel, and other school community members should be	130
	encouraged to acquire the training to effectively meet the needs	
	of these students.	
	Programs should include appropriate monitoring of student	
	progress and emphasize a broad range of approaches for address-	
	ing students' differing behavioral patterns, interests, needs, cul-	
	tural backgrounds, and learning styles. These programs must be	
	evaluated on stated objectives and standards. Teachers in these	
	programs must have a major role in designing the objectives and	
	evaluations and working with appropriate school and community	
	personnel to execute these objectives and evaluations.	
	The Association believes that at-risk students who are	
	assigned to an alternative placement due to discipline issues	
	should be required to exhibit regular attendance and adequate	
	academic and behavioral progress, in accordance with planned	
	interventions for the student's individual needs, prior to their	
	return to a regular educational setting.	
	The Association also believes that the rights of students	
	who are protected under the provisions of the Individuals with	
	Disabilities Education Act and Americans with Disabilities Act	
	must be preserved.	
	The Association urges its affiliates to seek adequate com-	
	penensation, planning time, materials, and facilities for all educa-	
	tion professionals involved in these programs.	
	The Association supports the efforts of its affiliates to nego-	
	tiate and legislate for the training of teachers seeking additional	
	certification and hiring of an increased number of teachers with	
	education in special areas.	
	In higher education settings, faculty and education support	
	professionals who are working with students with special needs	
	should be provided with appropriate resources to accommodate	
	these students' special requirements.	
	The Association encourages its state affiliates to seek	
	legislation that would require any person offering services to	
	remediate, correct, or ameliorate reading, speech, language,	
	behavioral, emotional, or learning disabilities, or related prob-	
	lems to be licensed under regulations of each state's department	
	of public instruction or other appropriate agency. (1977, 2007)	
	B-32. Educational Programs for English Language	
	Learners	
	The National Education Association believes that English	
	Language Learners (ELLs) must have programs available to	
	them that address their unique needs and that provide equal	
	opportunity to all students, regardless of their primary lan-	
	guage. Programs for ELLs should emphasize English profi-	
	ciency while concurrently providing meaningful instruction	
	in all other curriculum areas. In planning a comprehensive	
	program for ELLs, age, academic needs, individual differences	
	in language acquisition abilities, environmental factors, and	
	best teaching practices must be considered.	
	The Association also believes that ELLs should be placed	
	in bilingual education programs to receive instruction in their	
	native language from qualified teachers until such time as	
	English proficiency is achieved. If no bilingual programs are	
	available, these students should be taught in language acqui-	
	sition and development programs designed to meet their specific	
	needs. Students should be in classes that are limited in size.	
	Methods such as weighted formulas should be used. Additional	
	staffing, modified scheduling, and/or curriculum designed to	
	accommodate the demands of each ELL should be provided in	
	order to meet state and local educational expectations. Stu-	
	dents should not be enrolled in special education classes solely	
	because of linguistic difference.	
	The Association further believes that model bilingual educa-	
	tion programs in which language minority students demonstrate	

1	an increase in English language acquisition and success	
2	throughout the grade levels should be promoted and supported	
3	at the federal, state, and local levels. The Association advocates	
4	full funding of all instructional materials, resources, and pro-	
5	grams for ELLs as well as professional development programs	
6	for education employees who work with these students. The	
7	school district or other appropriate agency should provide	
8	release time for the training of teachers who instruct ELLs.	
9	Educators, through a bargaining or other bilateral decision-	
10	making process, must be fully involved in the development	
11	and implementation of programs serving ELLs, including the	
12	assignment of teachers and the terms and conditions of their	
13	employment. Teachers should be compensated at the teacher's	
14	hourly rate of pay for any additional time spent in training.	
15	They should also be reimbursed for the cost of tuition, text-	
16	books, and travel incurred in such training.	
17	The Association values bilingual and multilingual compe-	
18	tence and supports programs that assist individuals in attaining	
19	and maintaining proficiency in their native languages before	
20	and after they acquire proficiency in English. (1981, 2010)	
21		
22	B-33. Speakers of Nonstandard English	
23	The National Education Association believes that students	
24	who enter school as speakers of nonstandard dialects are learn-	
25	ers with unique needs, and these needs must be provided for in	
26	the overall program in each local school district. The Associa-	
27	tion also believes that programs for these students must provide	
28	equal opportunity, should emphasize proficiency in standard	
29	English that provides them the opportunity to succeed in all	
30	aspects of daily life, and should concurrently provide meaning-	
31	ful instruction in all other curriculum areas. The Association	
32	advocates programs that begin with the linguistic proficiencies	
33	demonstrated by entering students, and build a program from	
34	that starting point.	
35	The Association further believes that, in all cases, the stu-	
36	dents' linguistic and/or cultural backgrounds must be respected	
37	within the school setting. Students who speak nonstandard	
38	dialects must not be enrolled in special education classes solely	
39	because of linguistic differences. (1997)	
40		
41	B-34. Education for All Students with Disabilities	
42	The National Education Association supports a free, appro-	
43	priate public education for all students with disabilities in a	
44	least restrictive environment, which is determined by maximum	
45	teacher and parent/guardian involvement. There must be a full	
46	continuum of placement options and services/delivery models	
47	available to students with disabilities. In order to implement	
48	federal special education legislation effectively, the Association	
49	recognizes that—	
50	a. A fully accessible educational environment, using appro-	
51	priate instructional materials, support services, and pupil	
52	personnel services, must match the learning needs of	
53	both students with and students without disabilities.	
54	b. Student placement must be based on individual needs	
55	rather than on available space, funding, or local phi-	
56	losophy of a school district. Student placements must be	
57	examined on a regular basis to ensure appropriateness	
58	whereby all needed services and support will be provided	
59	and should not be made disproportionately by ethnicity	
60	or gender. Necessary building/staff modifications must	
61	be provided to facilitate such placement.	
62	c. General and special education teachers, pupil personnel	
63	and related service providers, and education support pro-	
64	professionals who work with the student, and administrators,	
65	parents/guardians, and the student, as appropriate, should	
	have input in the development of the individualized edu-	66
	cation program (IEP) and must have access to the IEP.	67
	d. General and special education teachers; pupil personnel	68
	and related service providers; education support pro-	69
	professionals; and administrators, parents/guardians, and	70
	students, as appropriate, must share in implementing the	71
	IEP. Prior to implementation, all necessary educational	72
	materials, professional development, and supportive	73
	services must be provided.	74
	e. Students with physical disabilities and/or medical needs	75
	requiring nursing procedures must have their medical	76
	needs met by certified/professional school nurses.	77
	f. All impacted staff members must have an appeal proce-	78
	dure regarding the implementation of the IEP, especially	79
	in terms of student placement. The procedure must	80
	include the right to have the dissenting opinion recorded	81
	and attached to the IEP.	82
	g. Suspension and expulsion policies and practices used by	83
	local education agencies must be applied consistently	84
	to both students with and students without disabilities	85
	where misconduct is shown to be unrelated to either the	86
	disabling condition or to improper placement.	87
	h. A plan recognizing individual differences must be used	88
	in a systematic evaluation and reporting of program	89
	development.	90
	i. Students with special needs must have appropriate testing	91
	options matching the processing disorders, motor skills,	92
	and/or academic developmental levels or language profi-	93
	ciency of those students to measure individual progress	94
	and proficiencies.	95
	j. Limitations must be made in class size, caseloads, and/or	96
	work load of designated education and service provid-	97
	ers, using methods such as weighted formulas, modified	98
	scheduling, and/or curriculum design to accommodate	99
	the demands of each IEP.	100
	k. All teachers who serve students with disabilities must	101
	have scheduled access to resource personnel, instruc-	102
	tional assistants, paraprofessionals, co-teachers, and	103
	special education teachers.	104
	l. The student's IEP should not be used as criteria for the	105
	evaluation of education employees.	106
	m. Communications must be maintained among all involved	107
	parties.	108
	n. Staff must not be reduced.	109
	o. All school personnel, including substitutes, must be ade-	110
	quately prepared for their roles, including addressing the	111
	identified individual needs of students, through appropri-	112
	ate licensing and/or ongoing professional development.	113
	p. Incentives for participation in professional development	114
	activities should, as mandated by law, be made available	115
	for education employees.	116
	q. Education employees, as mandated by law, must be	117
	appointed to local and state advisory bodies on special	118
	education.	119
	r. Education employees must be allowed to take part in the	120
	U.S. Office of Special Education and Rehabilitative Ser-	121
	vices on-site visits to states. Education employees should	122
	be invited to these meetings.	123
	s. Local affiliates and education employees must be	124
	recruited, trained, and involved in monitoring school	125
	system compliance with federal special education	126
	legislation.	127
	t. Adequate release time or funded additional time must	128
	be made available so that teachers can carry out the	129
	increased demands placed upon them by federal special	130

1	education legislation, including the development and	
2	administration of alternate forms of assessment.	
3	u. Collective bargaining and other means should be used	
4	to minimize the potentially severe impact on staff that	
5	results from the implementation of special education	
6	legislation.	
7	v. Benefits for staff working with students with disabilities	
8	must be negotiated through collective bargaining agree-	
9	ments and must be honored.	
10	w. Full funding must be provided by local, state, and federal	
11	governments.	
12	x. Students are better served if the person working with	
13	them is prepared to accommodate their needs. Substitute	
14	employees should be made aware that the assignment	
15	offered is a special needs program. (1978, 2009)	
16		
17	B-35. Educational Programs for Adolescent	
18	Parents	
19	The National Education Association believes that school	
20	districts must meet the educational needs of adolescent students	
21	who are parents or who are about to become parents. Such	
22	students should not be discriminated against or denied equal	
23	educational opportunities.	
24	The Association recommends programs for these students	
25	that include—	
26	a. Flexible scheduling and attendance policies	
27	b. Appropriate guidance in continuing/alternative education	
28	programs and productive employment	
29	c. Career development skills	
30	d. Development of self-esteem	
31	e. Promotion of sound health practices regarding nutrition,	
32	substance abuse, exercise, family planning, and parenting	
33	skills	
34	f. On-site preschool and child care services	
35	g. Free transportation. (1987, 2005)	
36		
37	B-36. Homebound Instruction	
38	The National Education Association believes that home-	
39	bound students, those educated in the home because of	
40	individualized student needs determined by established local	
41	school procedures, must receive instruction that follows the	
42	regular curriculum. This instruction must be implemented,	
43	documented, monitored, and assessed by a licensed teacher.	
44	The Association also believes that credits earned through such	
45	homebound instruction should be accepted toward promotion	
46	and/or graduation requirements. (1988, 2002)	
47		
48	B-37. Youth and Adult Training Programs	
49	The National Education Association believes that public	
50	schools should be involved as an equal partner with govern-	
51	ment, labor, business, agriculture, and community-based groups	
52	in youth and adult employment and training programs. The	
53	Association also believes that these programs should supple-	
54	ment, and not supplant, the vocational, career, and technical	
55	education programs provided in public schools.	
56	The Association further believes that the use of funds for	
57	and the duration of these programs should be flexible in order	
58	to accommodate the differing learning needs of students. The	
59	amount of funding should be predictable in order to facilitate	
60	year-to-year planning. These programs should provide opportu-	
61	nities for women, persons with disabilities, and ethnic minori-	
62	ties in nontraditional occupations. (1980, 2006)	
63		
64		
65		
	B-38. Education Through Service Learning and	66
	Community Service	67
	The National Education Association believes that learning	68
	through voluntary community service should be encouraged as	69
	an integral part of a student's education. Participation by stu-	70
	dents in community service and service learning programs may	71
	be required for high school graduation or made available for	72
	elective credit. The Association also believes that school dis-	73
	tricts should work with community groups to provide students	74
	with the opportunity to participate in such programs.	75
	Education employees who supervise students involved in	76
	these programs should be given appropriate compensation, plan-	77
	ning time, program support, recognition, and time to evaluate the	78
	service and learning goals. Participation of education employees	79
	in such programs should be on a voluntary basis. (1990, 1997)	80
		81
	B-39. Junior Reserve Officer Training Corps	82
	The National Education Association believes that the Junior	83
	Reserve Officer Training Corps programs, which exist within	84
	the public schools, must meet all local and state educational	85
	standards and policies, including the employment of fully	86
	licensed teaching personnel. Such programs should be subject	87
	to and conform to the provisions of the collective bargaining	88
	agreement. Any programs that currently do not meet said con-	89
	ditions should be brought into compliance. (1997, 1998)	90
		91
	B-40. Driver Education	92
	The National Education Association believes that driver	93
	education courses that include both classroom and behind-	94
	the-wheel experiences should be part of the education of all	95
	students and should be taught by teachers licensed in driver	96
	education. (1980, 1998)	97
		98
	CURRICULUM CONTENT	99
		100
	B-41. Multicultural Education	101
	The National Education Association believes that multicul-	102
	turalism is the process of valuing differences and incorporating	103
	the values identified into behavior for the goal of achieving the	104
	common good. The Association also believes that multicultural	105
	education is a way of helping students perceive the cultural	106
	diversity of the United States so that they may develop pride in	107
	their own cultural legacy and awaken to the ideals embodied in	108
	the cultures of their neighbors. Multicultural education should	109
	promote the recognition of individual and group differences	110
	and similarities in order to reduce racism, homophobia, ethnic	111
	and all other forms of prejudice, and discrimination and to	112
	develop self-esteem as well as respect for others.	113
	The Association further believes that multicultural educa-	114
	tion encompasses at least three things: an idea or concept,	115
	an educational reform movement, and a process. As an idea	116
	or concept, multicultural education assumes that all students	117
	can learn. As an educational reform movement, multicultural	118
	education seeks to develop an entire school environment that is	119
	inclusive of cultural considerations (e.g., curriculum, instruc-	120
	tional materials, learning and testing, respect for cultural dif-	121
	ferences, etc.). As a process, the development of a multicultural	122
	school environment is ever evolving and ongoing. (1981, 2001)	123
		124
	B-42. Global Education	125
	The National Education Association believes that global	126
	education increases respect for and awareness of the earth and	127
	its peoples. Global education imparts information about cul-	128
	tures and an appreciation of our interdependency in sharing the	129
	world's resources to meet mutual human needs.	130

1	The Association also believes that curriculum and instruction	
2	about regional and international conflicts must present a balanced	
3	view, include historical context, and demonstrate relevancy and	
4	sensitivity to all people. The achievement of this goal requires	
5	the mastery of global communication and development of an	
6	appreciation of the common humanity shared by all peoples.	
7	The Association further believes that the goal of apprecia-	
8	tion for and harmony with our global neighbors depends on	
9	a national commitment to strengthening the capability of the	
10	educational system to teach American children about the world.	
11	(1995, 1998)	
12		
13	B-43. Multiple World Language Education	
14	The National Education Association believes that the acqui-	
15	sition of multiple world languages is a vital part of the educa-	
16	tional experience and that those who leave school speaking	
17	more than one language will be more competitive in the global	
18	marketplace. The Association also believes that the cumula-	
19	tive hours of exposure to the target language during a student's	
20	educational career is the most important determinant leading to	
21	fluency and proficiency in a second language. Students should	
22	have the opportunity to acquire age-appropriate world language	
23	skills from an integrated curriculum throughout the preK	
24	through higher education experience.	
25	The Association further believes that educational software	
26	may be used to improve or enhance the effectiveness of teacher	
27	instruction as a supplementary resource and must not be used to	
28	supplant teacher instruction.	
29	The Association supports the maintenance of current	
30	programs and the further encouragement and development	
31	of world language instruction and international studies at all	
32	educational levels.	
33	The Association recognizes the need for teacher preparation	
34	programs for world language teachers and supports teacher and	
35	student exchange programs. (1981, 2012)	
36		
37	B-44. Arts Education	
38	The National Education Association believes that artistic	
39	expression is essential to an individual's intellectual, aesthetic,	
40	and emotional development. The Association also believes that	
41	visual and performing arts transcend cultural barriers, foster	
42	multicultural understanding, and enhance critical thinking	
43	skills. The Association therefore believes that preK through 12	
44	curricula must include a balanced, comprehensive, and sequen-	
45	tial program of visual and performing arts instruction for all	
46	students. The arts are defined as visual art, music, drama,	
47	dance, and media arts. These students must be taught by teach-	
48	ers licensed in arts in a facility or room designed and equipped	
49	for that purpose. Resources must be provided to maintain and	
50	upgrade materials and provide for emerging technologies.	
51	The Association urges its state affiliates to become involved	
52	in the promotion, expansion, and implementation of an aca-	
53	demically visual and performing arts program in curricula and	
54	as a requirement for high school graduation. The Association	
55	also urges its state affiliates to advocate for equal access to	
56	high-quality visual and performing arts programs, regardless of	
57	geographic location. (1980, 2015)	
58		
59	B-45. Journalism Education	
60	The National Education Association believes that freedom	
61	of speech and press are fundamental principles in our demo-	
62	cratic society granted by the First Amendment of the United	
63	States Constitution, and these freedoms provide all people,	
64	including students, with the right to engage in robust and unin-	
65	hibited discussion of issues in student media. (2008)	
	B-46. Vocational, Career, and Technical Education	66
	The National Education Association believes that prepara-	67
	tion of students for vocational, career, and technical jobs should	68
	be the responsibility of secondary, adult, and higher education	69
	in collaboration with labor and business. Educational programs	70
	that ensure equal opportunity for occupational development	71
	and encourage students to consider nontraditional vocations	72
	should be developed for all students at all levels. Vocational,	73
	career, and technical education should provide a comprehensive	74
	program of lifelong learning for the training, advancement, and	75
	promotion of all students.	76
	The Association supports vocational, career, and technical	77
	education as a major component of education and advocates	78
	that every student have the opportunity to enroll in such classes	79
	without restrictions. To be effective, vocational, career, and	80
	technical education should be preceded by career awareness	81
	and exploration programs. These vocational, career, and techni-	82
	cal education courses should be coordinated and integrated	83
	with traditionally academic courses. These integrated programs	84
	should be combined, when appropriate, with cooperative efforts	85
	on the part of educators and industrial and business leaders to	86
	provide school-to-work experiences for students. Organized	87
	vocational, career, and technical education programs offer a	88
	sequence of courses that are directly related to the preparation	89
	of individuals in paid or unpaid employment in current and	90
	emerging occupations. Such programs shall include compe-	91
	tency-based applied learning that contributes to an individual's	92
	academic knowledge, higher-order reasoning and problem-solv-	93
	ing skills, work attitudes, interpersonal and collaborative skills,	94
	general employability skills, and the occupational-specific	95
	skills necessary for economic independence as a productive and	96
	contributing member of society.	97
	The Association also believes that adequate resources must	98
	be provided for educators to maintain, enhance, and expand	99
	quality vocational, career, and technical education programs;	100
	to procure up-to-date equipment and materials for those	101
	programs; and to prepare students for a highly technical work	102
	environment. The Association further believes that the involve-	103
	ment of education employees, private sector employment and	104
	training program personnel, and the labor and business com-	105
	munities is essential to the development of quality vocational,	106
	career, and technical education programs. The Association	107
	believes such resources should be substantially increased, not	108
	merely redistributed among states or other federal initiatives.	109
	The Association supports vocational, career, and techni-	110
	cal courses as an option for all students. The Association also	111
	believes that placement into vocational, career, and technical	112
	programs should be voluntary. (1976, 2010)	113
		114
	B-47. Vocational, Career, and Technical Student Organizations	115
	The National Education Association believes that voca-	116
	tional, career, and technical student organizations are an inte-	117
	gral component of a quality vocational, career, and technical	118
	education program. Vocational, career, and technical student	119
	organizations provide opportunities for leadership development,	120
	career preparation, and community involvement for secondary	121
	school students. Active participation in a vocational, career, and	122
	technical student organization at the national, state, and local	123
	levels encourages young men and women to become better	124
	prepared for the multiple adult roles of wage earner, community	125
	leader, and family member. (2001, 2002)	126
		127
		128
		129
		130

1 B-48. School-to-Work/Career Education		
2 The National Education Association believes that a goal of	individual lives and upon society. The Association also recog-	66
3 public education is to provide all individuals, preschool through	nizes the importance of education in the maintenance and pro-	67
4 adult, opportunities to become effective, responsible, produc-	motion of stable, functional, healthy families and the emotional,	68
5 tive citizens. To achieve this goal, career education must be	physical, and mental health of people within these families.	69
6 interwoven into the total educational system and should include	The Association believes that programs should be estab-	70
7 programs in gender-free career awareness and exploration to	lished for both students and parents/guardians and supported at	71
8 aid students in career course selection. These programs should	all educational levels to promote—	72
9 be combined with cooperative efforts on the part of educators	a. The development of self-esteem and positive self-concept	73
10 and leaders from labor, business, and the community to provide	in individuals of all ages in various family roles	74
11 school-to-work experiences that meet rigorous academic stan-	b. Learning and practicing positive interpersonal communi-	75
12 dards and are accorded the same level of accreditation as other	cation skills and conflict resolution	76
13 education programs.	c. Education in human growth and development	77
14 The Association also believes that educational programs	d. Positive parenting techniques that include strategies to	78
15 for all students should offer a variety of exploratory career	deal effectively with violent behavior	79
16 experiences that are developmentally appropriate. In addition,	e. An understanding of societal issues and problems related	80
17 these programs should enhance self-esteem and assure equal	to children, spouses, parents/guardians, domestic part-	81
18 opportunity for career development and equal access to college	ners, older generation family members, and other family	82
19 and university admissions. (1976, 2001)	members.	83
20	The Association also believes that education in these areas	84
21 B-49. Family and Consumer Sciences Education	must be presented as part of an anti-biased, culturally sensitive	85
22 The National Education Association believes that family	program. (1994, 2001)	86
23 and consumer sciences education programs prepare students to		87
24 manage, with reason and creativity, the challenges across the	B-52. Health Education	88
25 life span of living and working in a global society.	The National Education Association believes that, to	89
26 The Association also believes that family and consumer	promote health and wellbeing, all students preK through adult	90
27 sciences education programs should—	should have access to health curricula. Licensed and certified	91
28 a. Follow national standards as set forth by the appropriate	professional personnel should develop, implement, and coordi-	92
29 professional organizations	nate health curricula.	93
30 b. Be developmentally appropriate	The Association also believes that health education pro-	94
31 c. Be cooperative in nature and culturally sensitive. (2005)	grams in the schools should provide a planned, sequential	95
32	health education curricula for preK through adult education	96
33 B-50. Physical Education	that—	97
34 The National Education Association believes that physical	a. Promotes sound nutrition and that includes education	98
35 activity and exercise are essential for good health and must be	concerning the health risks associated with obesity and	99
36 encouraged during the developmental years of students. The	eating disorders	100
37 Association also believes that a comprehensive program of	b. Integrates various health topics (such as drug abuse, vio-	101
38 physical education should be provided daily in grades preK	lence, safety issues, universal precautions, sex education,	102
39 through adult in or on facilities designed for that purpose.	HIV education, and the dangers of performance-enhanc-	103
40 Physical education programs and curricula should follow	ing dietary herbal supplements)	104
41 national standards as set forth by the appropriate professional	c. Enables students to develop the essential knowledge	105
42 organizations; should be developmentally appropriate, sequen-	and skills to maintain personal, family, and community	106
43 tial, cooperative in nature, and culturally and gender sensitive;	health. (2016)	107
44 and should—		108
45 a. Emphasize physical activity, fitness, exercise, and good	B-53. Sex Education	109
46 health; skills of sports, games, dance, and basic move-	The National Education Association believes that the devel-	110
47 ment; and related concepts and knowledge	oping child's sexuality is continually and inevitably influenced	111
48 b. Assess students, including physical fitness testing, as a	by daily contacts, including experiences in the school environ-	112
49 culmination of preparatory activities, and develop a fit-	ment. The Association recognizes that sensitive sex education	113
50 ness plan that is tracked for progress	can be a positive force in promoting physical, mental, emo-	114
51 c. Include instruction in basic lifesaving techniques	tional, and social health and that the public school must assume	115
52 d. Provide for the special needs of students with low fitness,	an increasingly important role in providing the instruction.	116
53 physical disabilities, or learning disabilities	Teachers and health professionals must be qualified to teach	117
54 e. Be taught by teachers licensed in physical education	in this area and must be legally protected from censorship and	118
55 f. Be taught with the same student/teacher ratio as other	lawsuits.	119
56 grade-level class sizes and be provided the same amount	The Association urges that formal sex education should	120
57 of planning time	include parent/guardian orientation and be planned and imple-	121
58 g. Provide staff training on policies and procedures that	mented with careful attention to developmental needs, appro-	122
59 address issues of sexual orientation, gender identity, and	priateness to community settings and values, and respect for	123
60 gender expression. (1991, 2016)	individual differences.	124
61	The Association also believes that to facilitate the realiza-	125
62 B-51. Family Life Education	tion of human potential, it is the right of every individual to live	126
63 The National Education Association recognizes the myriad	in an environment of freely available information and knowl-	127
64 family structures in society and the impact of these family	edge about sexuality and encourages affiliates and members to	128
65 structures and other close personal relationships on the quality of	support appropriately established sex education programs. Such	129
	programs should include information on—	130

1	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	66
2		67
3		68
4		69
5	b. Diversity of culture and diversity of sexual orientation and gender identity	70
6		71
7	c. Sexually transmitted diseases including HIV and HPV, incest, sexual abuse, sexual harassment, and homophobia	72
8		73
9	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	74
10		75
11		76
12		77
13		78
14	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, 2016)	79
15		80
16		81
17		82
18		83
19	B-54. HIV/AIDS Education	84
20	The National Education Association believes that educational institutions should establish comprehensive human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS) education programs as an integral part of the school curriculum. HIV/AIDS education must include education about all means of transmission, including unprotected sex and unsanitary methods of tattooing, body piercing, and intravenous drug use. Information on prevention options must include abstinence and medically accepted protective devices. Instruction in decision-making skills to assist students in correlating health information and personal behavior is essential.	85
21		86
22		87
23		88
24		89
25		90
26		91
27		92
28		93
29		94
30		95
31	The Association also believes that proper implementation of these programs requires education employee training and input. These programs should be presented by properly licensed/trained personnel and should be planned with the input of parents/guardians and other community representatives. (1987, 2000)	96
32		97
33		98
34		99
35		100
36		101
37		102
38	B-55. Science Education	103
39	The National Education Association believes that the content in science education must be based on empirical evidence derived from the scientific method and must include the processes of that method. The Association also believes that content and curriculum must be based on the National Science Education Standards of the National Research Council (NRC) and/or the Benchmarks for Science Literacy of the American Association for the Advancement of Science (AAAS). (2005, 2006)	104
40		105
41		106
42		107
43		108
44		109
45		110
46		111
47		112
48		113
49	B-56. Environmental Education	114
50	The National Education Association believes that the environment must be protected. The Association urges the establishment and maintenance of federal wilderness areas, recreational areas, refuge areas, and designated local green areas. The Association supports educational programs that promote—	115
51		116
52		117
53		118
54		119
55	a. The concept of the interdependence of humanity and nature	120
56		121
57	b. An awareness of the effects of past, present, and future population growth patterns on world civilization, human survival, and the environment	122
58		123
59		124
60	c. The protection of endangered, threatened, and rare species	125
61		126
62	d. The protection of the Earth's finite resources	127
63		128
64	e. Solutions to environmental problems such as nonrenewable resource depletion, pollution, global warming, ozone depletion, and acid precipitation and deposition	129
65		130
	f. The use of reusable and recyclable products and discourage the use of disposable products	66
		67
	g. An understanding of energy, alternative energy sources, and energy conservation	68
		69
	h. The use of disposal methods that do not contaminate the environment	70
		71
	i. The recognition of and participation in such activities as Earth Day, Arbor Day, and Energy Education Day	72
		73
	j. The understanding of the value of the world's ecosystems and of sustainable practices	74
		75
	k. The integration of outdoor education into preK through 12 curricula. Outdoor education should include a component that occurs in the outdoor environment	76
		77
	l. Student preparation for careers in the green jobs sector. The Association also believes that it should model in its policies and practices the environmental concepts and education programs it supports. The Association also urges its affiliates to model and support environmental programs in school systems and educational institutions and supports legislation and local policies that ensure a safe and healthy environment. (1973, 2013)	78
		79
		80
		81
		82
		83
		84
		85
		86
		87
	B-57. Metric System	88
	The National Education Association believes in the adoption of the International System of Units (SI metric system). The Association advocates that the SI system be taught at all educational levels. (1969, 1996)	89
		90
		91
		92
		93
	B-58. Accurate United States and World Maps	94
	The National Education Association believes that all visual representations using maps of the United States should depict all fifty states and Puerto Rico in their correct geographic location and relative size. The Association also believes that maps of the world should accurately depict national boundaries and names of countries. (1995, 2005)	95
		96
		97
		98
		99
		100
		101
	B-59. Democracy and Citizenship Education	102
	The National Education Association believes that education about democracy and the rights and responsibilities of citizens is essential for the survival of American democracy. The cornerstone of such education should be the United States Constitution and the Bill of Rights.	103
		104
		105
		106
		107
	The Association also believes that democratic ideals should be practiced as part of the total education process. The following concepts should be an integral part of the curriculum within public schools and other educational institutions:	108
		109
		110
		111
	a. The dignity and worth of the individual	112
		113
	b. Due process of law	114
		115
	c. Rule of the majority tempered by respect for minority rights	116
		117
	d. Individual responsibility	118
		119
	e. Equal justice under the law	120
		121
	f. Civil liberties as guarantors of individual rights	122
		123
	g. One-person—one-vote	124
		125
	h. Active citizen participation in all aspects of public affairs	126
		127
	i. Freedom of religion, speech, the press, petition, and assembly.	128
		129
	The Association encourages teachers, lawyers, court personnel, and others to work together to develop appropriate materials, including information about the justice system and constitutional issues, in order to teach students to be responsible citizens. (1984, 2005)	130

1 B-60. Education on Peace and International	
2 Understanding	
3 The National Education Association believes that the United	
4 States and the other nations of the world should promote peace	
5 and international understanding. Educational strategies for	
6 teaching peace and justice issues should include the role of	
7 individuals, social movements, international and nongovern-	
8 mental organizations in the peaceful resolution of conflict, and	
9 the use of fact finding and reconciliation processes to help with	
10 the healing of wounds caused by conflicts.	
11 The Association also believes that educational materials	
12 should include activities dealing with peaceful resolution of	
13 conflict, the effects of nuclear weaponry and other weapons	
14 of mass destruction, strategies for disarmament, methods to	
15 achieve peace, historical examples of fact finding and reconcili-	
16 ation processes, and consideration of current situations where	
17 such processes could be of value. Such curricular materials	
18 should also cover major contributing factors to conflict, such as	
19 economic disparity, demographic variables, unequal political	
20 power and resource distribution, and the indebtedness of the	
21 developing world. (1982, 2005)	
22	
23 B-61. Genocide	
24 The National Education Association deplores any act of	
25 genocide, which is the deliberate and systematic eradication	
26 of members of any group based on culture, ethnicity, national	
27 origin, political affiliation, race, religion, and sexual orienta-	
28 tion/gender identity. Acts of genocide must be acknowledged	
29 and taught in order to provide insight into how such inhumanity	
30 develops, prevent its occurrence, and preclude its recurrence.	
31 (1993, 2005)	
32	
33 B-62. The Holocaust	
34 The National Education Association believes that a way to	
35 prevent events that have caused great human misery, such as	
36 the Holocaust, is to teach all students about the Holocaust not	
37 only as an historical event but also as a means of providing	
38 insight into how inhumanity of this magnitude develops. The	
39 Holocaust must be taught so that never again can doubt of its	
40 occurrence be raised and never again can like action occur.	
41 (1981, 1993)	
42	
43 B-63. Labor Movement Education	
44 The National Education Association believes that the	
45 struggles of working men and women to establish unions	
46 and the influence of the labor movement on the growth of the	
47 United States should be an integral part of the curriculum in	
48 our schools.	
49 The Association urges teachers, curriculum committees, and	
50 authors to include material that accurately presents the impor-	
51 tant contributions to our country's history and growth that have	
52 been provided by the unions involved in the labor movement	
53 and the individuals who led that movement. (1988, 1996)	
54	
55 LEARNING ISSUES NOT RELATED TO SPECIFIC	
56 DISCIPLINES	
57	
58 B-64. Standards for Student Learning	
59 The National Education Association believes in high stan-	
60 dards that describe clear expectations for what students should	
61 know and be able to achieve. Throughout the implementation	
62 of content and performance standards, all students must be	
63 provided the instructional opportunities and learning conditions	
64 necessary to attain the standards. The Association supports	
65 the development and use of a variety of assessments that are	
appropriate to the standards. The Association also believes that	66
there should be no financial incentives or consequences linked	67
to the development, adoption, or implementation of national	68
standards.	69
The Association further believes that state and local affilia-	70
tes must participate in the planning, development, implement-	71
ation, and refinement of standards, conditions, and assessments	72
to ensure that—	73
a. Students, parents/guardians, education employees, com-	74
munity members, and governmental officials are involved	75
and share the accountability	76
b. Education employees are afforded release time and/or	77
compensation in order to have opportunities to work with	78
colleagues on a regular basis throughout the school year	79
on how to teach and assess student proficiency in the	80
standards	81
c. Full funding and resources are provided	82
d. Curriculum includes, but is not limited to, required	83
standards. Standards are introduced into the curriculum	84
at a rate that allows education employees opportunities to	85
adapt their practice, work with each other, and pilot the	86
work in a concerted fashion	87
e. Appropriate attention is given to each student's progress	88
toward attaining the standards and to his or her needs	89
and developmental level	90
f. Age appropriate placement, when used, includes appro-	91
priate interventions designed to support meaningful,	92
challenging, and developmentally appropriate learning	93
for each student	94
g. Professional development is provided for all education	95
employees to help align their practices to the standards	96
h. Education employees participate in the review and refine-	97
ment of standards and assessments	98
i. Achievement gaps are eliminated. (1997, 2008)	99
	100
B-65. Individual Learning, Growth, and	101
Development	102
The National Education Association believes that learn-	103
ers grow and develop at different rates and in different ways.	104
Individual learning progresses in a highly complex manner that	105
includes periods of rapid growth and periods of intellectual	106
consolidation.	107
The Association also believes that individuals learn best in	108
caring, challenging, and inclusive environments that support	109
and engage each learner. Individual students require learning	110
opportunities that are differentiated and responsive to their	111
needs, interests, and learning styles.	112
The Association further believes in the use of developmen-	113
tally appropriate instructional practices. Grade level labels do	114
not accurately define our students. Such labels misinterpret	115
student learning as primarily linear, sequential, and easily	116
standardized. (2008, 2009)	117
	118
B-66. Social Emotional Learning	119
The National Education Association believes that students	120
must learn the social emotional skills of self-awareness, self-	121
management, social awareness, decision-making, and relation-	122
ship management. The development of these competencies is	123
necessary in the learning process to provide pathways for both	124
academic success and achievement.	125
The Association supports the utilization of evidence-based	126
instructional methods and adequate staffing of specialized	127
instructional support personnel (school counselors, social	128
workers, mental health workers, nurses, and/or psychologists)	129
to provide services designed to develop and promote healthy	130

1	social and emotional skills in all students for their lifelong		
2	learning process. (2015)		
3			
4	B-67. Assessment of Student Learning		
5	The National Education Association supports ongoing		
6	comprehensive assessment of student growth. A student's		
7	level of performance is best assessed with authentic measures,		
8	including but not limited to extended curricular activities and		
9	opportunities, directly linked to the lessons taught and materi-		
10	als used by teachers.		
11	The Association believes that the primary purposes of assess-		
12	ment of learning both inside and outside the classroom are to—		
13	a. Assist students and their parents/guardians in identifying		
14	the students' strengths and needs		
15	b. Encourage students to become lifelong learners		
16	c. Measure a program's effectiveness, communicate learn-		
17	ing expectations, and provide a basis for determining		
18	instructional strategies		
19	d. Develop appropriate learning experiences for students.		
20	The Association also believes that no one measure should		
21	be used to determine a student's performance. Teachers should		
22	utilize a variety of measures to accurately assess student		
23	growth. All methods of assessment shall provide the necessary		
24	accommodations, modifications, and exemptions, and be free of		
25	cultural, racial, and gender biases.		
26	The Association further believes that classroom teachers		
27	must be involved in the development of assessment systems and		
28	are best qualified to determine the criteria for assessment of		
29	students and dissemination of results. Instruments used to com-		
30	municate student progress must be accurate and meaningful to		
31	students, parents/guardians, and other stakeholders.		
32	The Association believes that the type and the amount of		
33	homework assigned should be determined by the classroom		
34	teacher and be appropriate to a student's developmental level.		
35	(1981, 2016)		
36			
37	B-68. Standardized Testing of Students		
38	The National Education Association believes that standard-		
39	ized tests and/or assessments should be used only to improve		
40	the quality of education and instruction for students. [†] Standard-		
41	ized tests, whether norm-, criterion-, or standards-referenced,		
42	can validly assess only a limited range of student learning.		
43	Therefore, they should be only an adjunct or supplement to		
44	information obtained through school- and classroom-based		
45	assessment conducted by teachers for purposes of supporting		
46	and strengthening instruction as well as for summarizing and		
47	evaluating student learning. Standardized tests are most useful		
48	when designed by the education professionals closest to the		
49	classroom and integrated with assessment information specific		
50	to local programs. Affiliates should advocate for, and states		
51	and test designers should employ, a variety of developmentally		
52	appropriate assessment techniques that allow for universal		
53	design, necessary accommodations, modifications, and exemp-		
54	tions and are bias-free, reliable, and valid. When a test and/		
55	or assessment is mandated at the local, state, or national level,		
56	it should be reviewed by a panel of appropriate subject area		
57	specialists and teachers to ascertain the relevance of the test		
58	to the subject area and be used only to evaluate a program's		
59	effectiveness toward meeting local, state, or national standards		
60	and/or goals.		
61			
62			
63	[†] See <i>NEA Handbook</i> for the Policy Statement on Teacher Evaluation and		
64	Accountability adopted by the 2011 Representative Assembly, which sets		
65	forth the Association's full position dealing with this subject.		
	The Association also believes that, in order for standard-		66
	ized achievement tests and/or assessments to support quality		67
	education—		68
	a. Standards must be prioritized to support effective cur-		69
	riculum, instruction, professional development, and		70
	assessment.		71
	b. Stakeholders must determine high priority standards.		72
	These standards must be clearly and thoroughly		73
	described so that the knowledge and skills students need		74
	to demonstrate are evident.		75
	c. Valid results of assessment of high-priority standards		76
	must be reported standard-by-standard for each student,		77
	school, and district.		78
	d. The breadth of the curriculum must be monitored to		79
	ensure that attention is given to all standards and subject		80
	areas, including those that are not assessed.		81
	e. Progress should be continually monitored to ensure that		82
	assessments are appropriate for the purposes for which		83
	they are intended.		84
	f. Students with special needs and/or limited English		85
	proficiency should have appropriate alternative options to		86
	standardized testing to measure individual progress and		87
	proficiencies.		88
	g. English language learners (ELLs) should be able to dem-		89
	onstrate an advanced understanding and application of		90
	academic language proficiencies in listening, speaking,		91
	reading, and writing in English prior to being required to		92
	take high stakes assessments.		93
	The Association opposes the use of standardized tests and/		94
	or assessments when—		95
	a. Used as the criterion for the reduction or withholding of		96
	any educational funding		97
	b. Results are used to compare students, teachers, pro-		98
	grams, schools, communities, and states		99
	c. Used as a single criterion for high-stakes decision mak-		100
	ing, such as graduation requirements or grade promotion		101
	d. The results lead to sanctions or other punitive actions		102
	e. Arbitrary standards are required		103
	f. They do not match the processing skills, motor skills		104
	and/or academic developmental levels or language pro-		105
	ficiency of the student		106
	g. Student scores are used to determine compensation		107
	h. Programs are specifically designed to teach to the test		108
	i. Testing programs or tests limit or supplant instructional		109
	time		110
	j. Every student is required to be tested every year		111
	k. Students and parents/guardians are not provided with a		112
	complete report of the individual student's test results		113
	l. Time required to administer the test exceeds reasonable		114
	and appropriate limits for the age of the student		115
	m. Test preparation impedes or discourages learning, con-		116
	strains the curriculum in ways that threaten the quality		117
	of teaching and learning for students, or limits and/or		118
	curtails future educational opportunities of learners		119
	n. Scores are used to track students		120
	o. Students with special needs or limited English pro-		121
	ficiency are required to take the same tests as regu-		122
	lar education students without modifications and/or		123
	accommodations		124
	p. Non-English-proficient students' scores adversely affect		125
	the evaluation of a school based on federal and state		126
	guidelines.		127
	The administration of a standardized test and/or assessment		128
	includes the responsibility to educate the stakeholders about		129
	the purpose of the test, the meaning of the test results, and the		130

1	accurate interpretation of its conclusions. The Association fur-		66
2	ther believes that students, parents/guardians, teachers, admin-		67
3	istrators, schools, and school districts should not be penalized		68
4	for parents/guardians exercising their legal rights to exempt		69
5	their children from standardized tests and/or assessments. The		70
6	Association believes that states should be encouraged to make		71
7	test items public after they are no longer used. (1978, 2014)		72
8			73
9	B-69. Student Assessment Programs in Higher		74
10	Education		75
11	The National Education Association believes that student		76
12	assessment programs in higher education, properly designed		77
13	and administered, can be crucial tools for diagnosing student		78
14	and institutional needs, improving instruction and counsel-		79
15	ing services, and designing long-range plans. The Association		80
16	also believes that such student assessment programs in higher		81
17	education should—		82
18	a. Be designed institutionally rather than by the state		83
19	b. Be planned, designed, implemented, and evaluated by		84
20	faculty		85
21	c. Be implemented in accordance with collective bargaining		86
22	contracts where such contracts exist		87
23	d. Be sufficiently flexible to accommodate the cultural,		88
24	economic, and linguistic diversity among students		89
25	e. Provide tests appropriate for students with identified		90
26	learning disabilities		91
27	f. Provide faculty with information to improve individual		92
28	student learning styles and aptitude.		93
29	The Association supports student assessment programs in		94
30	higher education only if—		95
31	a. They are accompanied by adequate funding for remedial		96
32	programs and advisement		97
33	b. Remedial programs are designed and provided to meet		98
34	the deficiencies identified through assessment		99
35	c. Advisement is designed and provided to link the reme-		100
36	diation of individual students to the completion of their		101
37	degrees, certificates, or other appropriate courses of study.		102
38	The Association strongly opposes—		103
39	a. The use of student assessment programs to deny access		104
40	to, or exclude students from, educational opportunities		105
41	b. The use of any single test to deny access to regular credit		106
42	classes		107
43	c. The use of student assessment programs for the purpose		108
44	of evaluating faculty, academic programs, or institutions.		109
45	(1995, 2001)		110
46			111
47	B-70. Character Education		112
48	The National Education Association supports the adop-		113
49	tion and use, at all educational levels, of best practice char-		114
50	acter education strategies, materials, and activities by school		115
51	districts. The Association believes that character education		116
52	should include activities that encourage participation of educa-		117
53	tion employees and parents/guardians. The Association also		118
54	believes that character education is the intentional effort that		119
55	a school takes to promote students' understanding of, capacity		120
56	to critically reason about, motivation for, and ability to act in		121
57	accordance with ethical values and principles. (2010)		122
58			123
59	B-71. Conflict Resolution Education		124
60	The National Education Association supports the adoption		125
61	and use, at all educational levels, of proven conflict resolution		126
62	strategies, materials, and activities by school districts, educa-		127
63	tion employees, students, parents/guardians, and school secu-		128
64	rity personnel as well as the school community to encourage		129
65	nonviolent resolution of interpersonal and societal conflicts.		130
	The Association recognizes the importance of students		66
	having the appropriate social skills necessary to participate in		67
	a democratic society. Programs that teach the skills of posi-		68
	tive social interaction should be incorporated into academic		69
	programming. (1986, 2007)		70
			71
	B-72. School Library Media Programs		72
	The National Education Association believes every student		73
	must have a comprehensive school library media program		74
	within his or her educational setting. This program should		75
	include a certified/licensed school library media specialist and		76
	qualified education support professionals; a variety of print,		77
	nonprint, and electronic resources to supplement and comple-		78
	ment curricular, personal, and leisure needs; relevant technol-		79
	ogy; and instruction in library research and information skills.		80
	The Association believes that school library media programs		81
	are negatively impacted if a media specialist does not have a		82
	substitute during his or her absence.		83
	The Association encourages increased funding for school		84
	library media programs from federal, state, and local govern-		85
	ments as well as other sources such as public and/or private		86
	partnerships. (1980, 2005)		87
			88
	B-73. Media		89
	The National Education Association believes that the media		90
	has a significant effect on the education of the public. The		91
	Association also believes that the media has an obligation to		92
	provide full, constructive, balanced, and accurate presentations		93
	to the public. The Association further believes that the concen-		94
	tration of media ownership within a limited number of indi-		95
	viduals or corporate entities is not conducive to the presentation		96
	of divergent views and opinions.		97
	The Association supports the media's right to protect infor-		98
	mation and sources of information from mandated disclosures		99
	and search and seizure.		100
	The Association believes that media should be accessible to		101
	all. Visual media should include closed captioning for the deaf/		102
	hard of hearing and read-along captions on children's commer-		103
	cial and educational programs. (1969, 2004)		104
			105
	B-74. Technology in the Educational Process[†]		106
	The National Education Association believes that technol-		107
	ogy in the educational process improves learning opportunities		108
	for students, quality of instruction, effectiveness of education		109
	employees, and provides opportunities to reduce educational		110
	inequities.		111
	The Association supports increased federal, state, and local		112
	resources, along with public/private partnerships, to fully fund		113
	equipment purchases/leases/upgrades, maintenance, technical		114
	support, training, evaluation, and staffing to support the full		115
	use of technology in public schools, public colleges, and public		116
	universities.		117
	The Association also believes that—		118
	a. Education employees must have access to necessary tech-		119
	nology for managing and advancing instruction. Such		120
	technology must be compatible with and on at least the		121
	same level as technology in general use outside educa-		122
	tion. Further, education employees should be provided		123
	training, encouragement, time, and resources to experi-		124
	ment with and to research applications of technology		125
			126
			127
			128
			129
			130

[†] See *NEA Handbook* for Policy Statement on Digital Learning adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1	in order to integrate technology into all curricula as a	web sites must maintain a balance between the protection of	66
2	regular part of the instructional day.	students and the open flow of information.	67
3	b. Education employees, including representatives of the	The Association further believes that an AUP that requires	68
4	local affiliate, must be involved in all aspects of technol-	ogy utilization, including planning, materials selection,	69
5	ogy utilization, including planning, materials selection,	the signatures of parents/guardians and students must be in	70
6	implementation, and evaluation. Additional preparation	place before allowing student access. (1993, 2012)	71
7	time and ongoing technological support must be granted		72
8	to teachers using technology to enrich their instruction.	B-77. Communication Using Social Media and	73
9	Further, classroom teachers, higher education faculty,	Technology	74
10	and library/media specialists must have collaborative	The National Education Association believes that guidelines	75
11	planning time.	related to school activities should be collaboratively developed	76
12	c. Teacher preparation in instructional technology, includ-	by school employees and employers. Communication between	77
13	ing the development of effective materials, and appropri-	education employees and parents/students should be limited to	78
14	ate instructional strategies must be included in college	district-sanctioned means of communication. Such guidelines	79
15	and university programs.	should promote professionalism, safety, respect for privacy,	80
16	d. Ongoing professional development must be provided for	intellectual integrity, and a positive learning environment.	81
17	education employees in the use, integration, and applica-	(2006, 2012)	82
18	tions of technologies to enhance instruction.		83
19	e. Instructional technology should be used to support	B-78. Distance Education [†]	84
20	instruction and must be directed by a certified/licensed	The National Education Association believes that quality	85
21	teacher.	distance education can create or extend learning opportunities	86
22	f. Instructional technology should be used to improve the	but cannot replace traditional education which allows for regular	87
23	learning opportunities for students, the quality of instruc-	face-to-face interaction among students, peers, and instructors.	88
24	tion, and/or the effectiveness of education employees,	The Association also believes that students who participate	89
25	rather than to reduce positions, hours, or compensation.	in distance education courses should receive the preparation	90
26	g. The evaluation of education employees in any techno-	and support necessary to enable them to function effectively in	91
27	logical program should be conducted openly, be tailored	an online or correspondence environment, which at a minimum	92
28	to the medium, and meet the requirements of the local	should include—	93
29	collective bargaining agreement or evaluation policy.	a. Supervision and instruction provided by fully qualified,	94
30	h. The impact of technology, telecommunications, and	certified, and/or licensed educators	95
31	distance education on education employees should be	b. Appropriate services, equipment, technical support,	96
32	subject to local collective bargaining agreements.	libraries, and laboratories	97
33	i. Education employees' participation in distance educa-	c. Accurate course descriptions and clear expectations prior	98
34	tion must be mutually established in employer policies,	to enrollment	99
35	locally negotiated agreements, and/or other sources that	d. Reasonable student to instructor ratios that allow for	100
36	establish the terms and conditions of employment for	individualized interaction with instructors	101
37	education employees.	e. Opportunities for appropriate student-to-student	102
38	j. Education employees should own the copyright to mate-	interaction	103
39	rials that they create in the course of their employment.	f. Curriculum approved courses comparable to similar	104
40	(1981, 2015)	courses delivered by traditional means and approved by	105
41		the state education agency	106
42	B-75. Fair and Equal Access to Technology	g. Courses that are transferable from school to school or for	107
43	The National Education Association believes students must	graduation requirements. (1997, 2016)	108
44	have access to and instruction in technology, and the respon-		109
45	sible use of technology. Further, students should have access to	B-79. Communication Between Hearing and Deaf/	110
46	the Internet as well as equity in training, funding, and partici-	Hard of Hearing People	111
47	pation to ensure their technological literacy.	The National Education Association believes that the lack of	112
48	The Association also believes equity and freedom of access	communications between hearing and the deaf/hard of hearing	113
49	to information unimpeded by geographic, economic, social, or	has detracted from the potential of a broadly distributed group	114
50	cultural constraints is essential.	to contribute fully to our total society.	115
51	The Association further believes that Internet access and	The Association recommends that instruction be given to	116
52	activities should be age appropriate and monitored and should	hearing students, staff, and administrators that will help them	117
53	foster critical use. Any documentation material produced as a	understand the unique needs of all deaf/hard of hearing people	118
54	result of Internet access should be properly cited and comply	and will help hearing students, staff, and administrators com-	119
55	with copyright laws. (2015)	municate with deaf/hard of hearing people.	120
56		The Association also believes that children who are deaf or	121
57	B-76. Internet Access	hard of hearing should have the legal right to certified Ameri-	122
58	The National Education Association believes that every	can Sign Language instructors and interpreters/transliterators	123
59	school classroom, office, teacher workroom, and library/media	when appropriate to prevent linguistic deprivation.	124
60	center should have affordable, high-speed, seamless, and equal		125
61	access to the Internet.		126
62	The Association also believes that education employees are		127
63	essential to the development of an acceptable use policy (AUP)		128
64	and to the appropriate use of the Internet. Filtering of Internet		129
65			130

[†] See *NEA Handbook* for Policy Statement on Digital Learning adopted by the 2013 Representative Assembly, which sets forth the Association's full position dealing with this subject.

1	The Association further believes that American Sign Lan-		66
2	guage should be offered as a foreign/world language elective		67
3	credit at both high school and college levels.		68
4	The Association believes that educational sign language		69
5	interpreters/transliterators must be qualified professionals who		70
6	are licensed, state credentialed, or nationally certified. (1974,		71
7	2016)		72
8			73
9	B-80. Transfer of Student Records		74
10	The National Education Association supports the develop-		75
11	ment of an effective process for the transfer of student records.		76
12	To expedite the confidential information exchanges between		77
13	schools when students transfer, the process should follow a		78
14	national format designed by educational and legal profession-		79
15	als. This process must protect the rights of students and should		80
16	facilitate the continuity of their education.		81
17	The Association believes that school and education employ-		82
18	ees must receive information that indicates—		83
19	a. Educational plans, goals, specialized programs, and/or		84
20	services		85
21	b. Assessment data		86
22	c. Attendance and cumulative records		87
23	d. Immunizations and health needs		88
24	e. Legal stipulations/restrictions		89
25	f. History of disciplinary incidents and violence-related		90
26	behavior. (1980, 2004)		91
27			92
28	B-81. Classroom Use of Animals		93
29	The National Education Association believes that educa-		94
30	tors at all levels should implement guidelines concerning the		95
31	humane use of animals in the classroom.		96
32	The Association urges that teachers encourage compassion		97
33	and respect for all living things. (1989)		98
34			99
35	B-82. Home Schooling		100
36	The National Education Association believes that home		101
37	schooling programs based on parental choice cannot provide		102
38	the student with a comprehensive education experience. When		103
39	home schooling occurs, students enrolled must meet all state		104
40	curricular requirements, including the taking and passing of		105
41	assessments to ensure adequate academic progress. Home		106
42	schooling should be limited to the children of the immediate		107
43	family, with all expenses being borne by the parents/guard-		108
44	ians. Instruction should be by persons who are licensed by the		109
45	appropriate state education licensure agency, and a curriculum		110
46	approved by the state department of education should be used.		111
47	The Association also believes that home-schooled students		112
48	should not participate in any extracurricular activities in the		113
49	public schools.		114
50	The Association further believes that local public school		115
51	systems should have the authority to determine grade place-		116
52	ment and/or credits earned toward graduation for students		117
53	entering or re-entering the public school setting from a home		118
54	school setting. (1988, 2006)		119
55			120
56	C. PROMOTE THE HEALTH AND WELFARE OF		121
57	CHILDREN AND/OR STUDENTS		122
58			123
59	HEALTH, WELFARE, SAFETY		124
60			125
61	C-1. Health Care for All Children		126
62	The National Education Association believes that every		127
63	child should have direct and confidential access to comprehen-		128
64	sive health care.		129
65			130
	The Association also believes that such health care should		66
	be provided by properly licensed physicians and by other prop-		67
	erly licensed health professionals.		68
	The Association further believes legislation should be		69
	adopted to maintain and expand comprehensive health care for		70
	all children. (1990, 2015)		71
			72
	C-2. Vaccinations		73
	The National Education Association believes that vaccines		74
	are essential medical tools in preventing infectious diseases.		75
	The Association acknowledges that vaccines must be pervasive		76
	to be effective.		77
	The Association also believes that parents/guardians should		78
	follow vaccination guidelines from the American Academy of		79
	Pediatrics and Centers for Disease Control and Prevention. The		80
	Association further believes that state legislatures should estab-		81
	lish clear guidelines for waivers that minimize the numbers of		82
	unvaccinated students to those necessary due to documented		83
	medical conditions. Evidence-based vaccination campaigns are		84
	integral in maintaining student and community health. (2015,		85
	2016)		86
			87
	C-3. Communicable Disease Prevention		88
	The National Education Association believes that, for all		89
	employees, school districts and educational institutions, work-		90
	ing in collaboration with school nurses and local health authori-		91
	ties, should initiate professional development about communi-		92
	cable diseases and their prevention. This information should		93
	be disseminated to all students, parents/guardians, and staff as		94
	appropriate. (2010, 2016)		95
			96
	C-4. Nutrition		97
	The National Education Association believes that proper		98
	nutrition is essential to child development and student success.		99
	The Association also believes that proper nutrition must be a		100
	part of prenatal care and must continue throughout life.		101
	The Association supports programs within the educa-		102
	tion framework that promote understanding and teaching of		103
	proper nutrition. In addition, the Association advocates efforts		104
	to develop uniform labeling and symbols that make clear to		105
	consumers which food and beverage choices promote good		106
	nutrition.		107
	The Association further believes school food service pro-		108
	grams must be nutritionally sound, appealing, and affordable.		109
	Portions and/or serving sizes should be appropriate for various		110
	age groups within a school. A choice of nutritious beverages		111
	and plant-based foods should be available. The Association		112
	also supports nutrition programs that are regulated by uniform		113
	standards, readily accessible, medically correct for students and		114
	employees who have special, documented dietary needs, and		115
	are supported by public funds.		116
	The Association believes that changes in the way public		117
	funds are allocated for school food service programs must		118
	maintain quality and appropriate levels of service as well as		119
	support additional funding, given projected increases in popula-		120
	tion and need. (1990, 2015)		121
			122
	C-5. Adequate Rest		123
	The National Education Association believes that overall		124
	health and performance are best achieved with adequate rest		125
	on a regular basis. The Association supports school schedules		126
	that follow research-based recommendations regarding the		127
	sleep patterns of age groups. The Association further supports		128
	programs within the education framework that promote under-		129
	standing of the importance of adequate rest. (2011)		130

1	C-6. Comprehensive School Health, Social, and		66
2	Psychological Programs and Services		67
3	The National Education Association believes that to promote	health and wellbeing every student, preK through higher educa-	68
4	tion, should have direct and confidential access to comprehen-	sive health, social, and psychological programs and services.	69
5	Such programs and services can be effective with ongoing	communication and coordinated partnerships between social,	70
6	school, home, and community resources.		71
7	The Association also believes that all health, social, and	psychological services must be provided only by the appro-	72
8	propriately licensed and certificated professional personnel. The	Association further believes that education employees, parents/	73
9	guardians, students, and personnel from community agencies	providing services to students must be involved in the develop-	74
10	ment, implementation, and coordination of these services.		75
11	The Association believes that, to provide effective physical	and mental health services in the school setting, the following	76
12	are essential:		77
13	a. School counseling programs providing a focus on aca-	demic, career, and social/emotional development so stu-	78
14	dents achieve success in school and are prepared to lead	fulfilling lives as responsible members of society; school	79
15	counselors spending at least 80 percent of their time	providing direct services to students, with a maximum	80
16	counselor/student ratio of 1:250		81
17	b. Health services, provided by a licensed school nurse,	promoting the health of students through prevention, case	82
18	finding, early intervention, and remediation of specific	health problems, with a nurse-to-student ratio at each site	83
19	that is at least one school nurse to every 750 students,	with adjustments to safely accommodate students with	84
20	special health needs and chronic illness		85
21	c. School psychological services promoting the mental	health of students through prevention, identification,	86
22	early intervention, and remediation of specific mental	health issues that interfere with the learning process and	87
23	providing crisis intervention of traumatic events and	mental health counseling, with a psychologist-to-student	88
24	ratio of at least one to every 500–700 students, adjust-	ing to adequately accommodate students with serious	89
25	emotional disabilities		90
26	d. School social work services providing crisis intervention,	individual and group counseling, behavior management,	91
27	and coordination with student families and community	resources, with a maximum social worker/student ratio	92
28	of 1:250		93
29	e. Other specialized clinicians who identify, diagnose, and	accommodate learning disabilities and other conditions	94
30	adversely affecting the ability to learn and succeed in a	school setting	95
31	f. Family-planning counseling and access to birth control	methods with instruction in their use, if deemed appro-	96
32	appropriate by local choice		97
33	g. A healthful psychological climate and a safe physical	environment at the building, classroom, and individual	98
34	levels.		99
35	The Association urges its affiliates to support legislation to	provide comprehensive care to all children and supports com-	100
36	munity, state, and national efforts to coordinate these services.	(1969, 2016)	101
37			102
38	C-7. Student Stress and Anger		103
39	The National Education Association believes that increas-	ing mental, emotional, and environmental pressures can	104
40			105
41			106
42			107
43			108
44			109
45			110
46			111
47			112
48			113
49			114
50			115
51			116
52			117
53			118
54			119
55			120
56			121
57			122
58			123
59			124
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62			127
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64			129
65			130

1	depression, and child suicide, and therefore should be treated as	
2	an important provision in the scheduling of student time.	
3	The Association believes that ample amounts of time for	
4	play and/or freely chosen activities are necessary for healthy	
5	development and should be provided during the school day.	
6	(2016)	
7		
8	C-11. Safe Schools and Communities	
9	The National Education Association believes that a safe	
10	school climate is the right of all students and school employees.	
11	The Association also believes that communities must develop	
12	policies and practices that promote safe schools. The Associa-	
13	tion further believes that it is in the best interest and safety of	
14	all students if education employees are immediately informed	
15	of students with known serious behavior problems or violence-	
16	related potential. Students and education employees must be	
17	safe from physical, verbal and psychological violence, and all	
18	forms of harassment. Plans and procedures regarding discipline	
19	and/or harassment must include due process.	
20	The Association believes that plans and procedures must be	
21	consistently enforced for the safe and orderly conduct of school	
22	activities and events.	
23	The Association also believes that school security personnel	
24	must be properly trained to respond to potentially violent situa-	
25	tions. In addition, all staff should be provided with appropriate	
26	training on how to maintain a safe school climate.	
27	The Association further believes that all school buildings	
28	should have controlled access. School design should incorpo-	
29	rate technologies which facilitate safety.	
30	The Association believes that students must be taught	
31	strategies and skills, including conflict resolution, that develop	
32	respect, self-discipline, and self-control. Students must learn to	
33	distinguish between their own rights and responsibilities and	
34	the rights and responsibilities of others. Appropriate services	
35	and placement within education programs and/or with state	
36	and/or community agencies must be provided for students who	
37	disrupt the learning environment or who are dangerous to other	
38	students, education employees, and themselves.	
39	The Association also believes that appropriate school	
40	behavior begins and is reinforced in the home. Programs that	
41	provide assistance and training in child development, effective	
42	parenting skills, and strategies for dealing with disruptive stu-	
43	dents must be available for parents/guardians. Schools can be	
44	instrumental in identifying and recommending strategies that	
45	can assist parents/guardians. (1994, 2014)	
46		
47	C-12. School Emergency Plans	
48	The National Education Association believes in the safety	
49	of all students and staff. The Association also believes that	
50	schools, school districts, and school transportation systems	
51	must have written plans that delineate procedures that include,	
52	but are not limited to, emergencies, lockdowns, violence, evacu-	
53	ations, and weather-related conditions. Plans must include rapid	
54	reaction criteria and procedures coordinated with on-campus,	
55	community, and other appropriate first responders. Emergency	
56	plans for each school site must be developed by school person-	
57	nel and parents/guardians in partnership with the community.	
58	The Association further believes that for these plans to be	
59	effective they must be practiced and updated on a regular and	
60	consistent basis. Adequate training of all school staff is vital to	
61	the success of any school emergency plan. Plans must include	
62	stress management/counseling strategies as follow-up care for	
63	students and staff when appropriate. (2007, 2015)	
64		
65		
	C-13. Discipline	66
	The National Education Association believes that a safe	67
	and nurturing environment in which students are treated with	68
	dignity is the right of every student. Effective disciplinary	69
	procedures enhance high expectations for quality instruction	70
	and learning.	71
	The Association promotes study, development, and funding	72
	for a variety of effective discipline procedures. The Association	73
	also believes that governing boards, in conjunction with local	74
	affiliates, parents/guardians, students, education employees,	75
	community members, and other stakeholders, should develop	76
	proactive policies, procedures, standards, and professional	77
	development opportunities that provide the necessary admin-	78
	istrative support to education employees for the maintenance	79
	of a positive, safe school environment. The Association further	80
	believes that corporal punishment, or the threat of it, has no	81
	place in public education.	82
	The Association believes that policies promoting educational	83
	processes which emphasize prevention, effective interventions,	84
	and rehabilitation will decrease the use of out-of-school suspen-	85
	sions, expulsions, in-school arrests, and the practice that is	86
	commonly called the “school-to-prison pipeline” that can lead	87
	to future incarcerations.	88
	The Association encourages implementation and funding	89
	of programs to provide continued nondiscriminatory educa-	90
	tional opportunities for those students who are removed from	91
	their educational setting for disciplinary reasons following due	92
	process. (1975, 2015)	93
		94
	C-14. Suicide Prevention Programs	95
	The National Education Association believes that evidence	96
	based suicide prevention programs must be developed and	97
	implemented. The Association urges its affiliates to ensure	98
	that these programs are an integral part of the school program.	99
	(1989, 2013)	100
		101
	C-15. Student Sexual Orientation and Gender Identity	102
	The National Education Association believes that all	103
	persons, regardless of sexual orientation or gender identity,	104
	should be afforded equal opportunity and guaranteed a safe and	105
	inclusive environment within the public education system. The	106
	Association also believes that, for students who are struggling	107
	with their sexual orientation or gender identity, every school	108
	district and educational institution should provide counseling	109
	services and programs—staffed by trained personnel—that	110
	deal with high suicide and dropout rates and the high incidence	111
	of teen prostitution. The Association further believes that	112
	therapies designed to alter a student’s orientation or identity are	113
	harmful to the emotional development of lesbian, gay, bisexual,	114
	transgender, and questioning (LGBTQ) students. (1988, 2016)	115
		116
		117
	C-16. Substance Abuse	118
	The National Education Association opposes inhalant abuse	119
	and drug abuse, including alcohol and tobacco dependency.	120
	The Association supports—	121
	a. Standardization of drug laws, including the sale and	122
	distribution of drugs	123
	b. Prohibition of the production, sale, and distribution of	124
	drug paraphernalia	125
	c. Improvement of drug prevention and rehabilitation	126
	programs	127
	d. Mandated drug rehabilitation programs for any violation	128
	or conviction, whether civil or criminal, resulting from	129
	the possession or use of a controlled substance	130

1	e. Research on the genetic and neurological damage done to	
2	children through parental substance abuse and the impact	
3	on student learning and behavior	
4	f. Appropriate educational experiences to educate students	
5	about the serious consequences of participating in any	
6	aspect of the illegal drug trade	
7	g. Testing and regulation of performance-enhancing dietary	
8	herbal supplements.	
9	The Association also opposes the illegal use of drugs and	
10	substances and believes that severe penalties for illegal produc-	
11	tion, distribution, and sale should be strictly enforced.	
12	The Association also supports strict enforcement of the legal	
13	drinking age and the laws governing the sale of alcoholic bev-	
14	erages in each state and supports federal legislation to establish	
15	a uniform legal drinking age of 21.	
16	The Association further supports strict enforcement of laws	
17	governing the sale of tobacco products and believes that federal	
18	legislation should be established to create a uniform age of 18	
19	for purchase, possession, or use of tobacco products. (1972,	
20	2003)	
21		
22	C-17. Tobacco/Vaping Products	
23	The National Education Association believes that educa-	
24	tion employees should play a key role in nationwide efforts to	
25	educate young people about the dangers of tobacco use and	
26	secondhand smoke, and the use of vaping products.	
27	The Association also believes that all governmental promo-	
28	tion of, subsidies for, and involvement in production and distri-	
29	bution of tobacco and vaping products should cease.	
30	The Association further believes that all places of public	
31	accommodation should be smoke-free and that taxes on tobacco	
32	and vaping products should be increased. (1994, 2016)	
33		
34	C-18. Drug and Alcohol Testing of Students	
35	The National Education Association believes that mandatory	
36	drug and alcohol testing of students without probable cause is	
37	an unwarranted and unconstitutional invasion of privacy and	
38	opposes such testing.	
39	The Association also believes that schools must immedi-	
40	ately notify parents/guardians of students suspected of abusing	
41	drugs, alcohol, and/or performance-enhancing dietary herbal	
42	supplements and must provide information about support ser-	
43	vices. (1987, 2003)	
44		
45	C-19. Advertising of Alcoholic Beverages and/or	
46	Tobacco Products	
47	The National Education Association believes that all forms	
48	of advertising of alcoholic beverages and/or tobacco prod-	
49	ucts should be eliminated. The Association also believes that	
50	individual performers and organizers of concerts and sporting	
51	events should refrain from advertising and/or endorsing alco-	
52	holic beverages and/or tobacco products. (1990, 2002)	
53		
54	FAMILY, SCHOOL, COMMUNITY WELFARE	
55		
56	C-20. Community and School Violence	
57	The National Education Association believes that children	
58	who are exposed to community and school violence are also its	
59	victims. Witnessing violence profoundly affects children's abili-	
60	ties to function at school, develop and maintain emotional sta-	
61	bility, and establish healthy relationships within the community.	
62	The Association also believes that children who are bystand-	
63	ers to violence must receive the appropriate counseling and sup-	
64	port from school and community resources. (2001, 2015)	
65		
	C-21. Family/Domestic Violence	66
	The National Education Association condemns any form of	67
	family/domestic violence and the tolerance thereof and believes	68
	the cycle of violence has a detrimental effect on students' well-	69
	being. School districts and communities should provide preven-	70
	tive training and educational programs for education employ-	71
	ees, students, and parents/guardians. The Association supports	72
	adequate funding and staffing of existing family services and	73
	the creation of additional support systems and shelters.	74
	The Association believes social services and the criminal	75
	justice system should continue to intervene actively in the cycle	76
	of family/domestic violence. (1978, 2000)	77
		78
	C-22. Extremist Groups	79
	The National Education Association condemns the philoso-	80
	phy and practices of extremist groups and their efforts to recruit	81
	young people and urges active opposition to all such move-	82
	ments that are inimical to the ideals of the Association. (1980,	83
	1993)	84
		85
	C-23. Reduction of Gang-Related Crime	86
	The National Education Association believes that families,	87
	schools, communities, businesses, and law enforcement agen-	88
	cies have critical roles in reducing gang-related crime. The	89
	Association supports collaboration among these groups in an	90
	effort to reduce such crime.	91
	The Association also supports educational programs that	92
	promote positive self-image and academic success—such	93
	as dropout prevention/intervention, before- and after-school	94
	programs, and job training— particularly for at-risk students in	95
	areas where there is a high degree of gang activity.	96
	The Association also believes that federal, state, and local	97
	governments, including but not limited to business and law	98
	enforcement agencies, should develop and implement education	99
	and youth employment programs in helping to reduce illegal	100
	activities by gangs. (1988, 2015)	101
		102
	C-24. Juvenile Offenders	103
	The National Education Association believes that juvenile	104
	offenders who are convicted of serious crimes and who are	105
	contained in detention centers should be provided a healthy	106
	environment conducive to positive social change.	107
	The Association also believes that these juveniles, while in	108
	this environment, should be provided with education programs	109
	and other support services that will enable them to become con-	110
	tributing members of society. Teachers of these youths must be	111
	prepared to provide instruction in life skills and learning skills.	112
	Juvenile offenders who pose a threat to the health and safety	113
	of others and who are not placed in these centers should be pro-	114
	vided educational services in an appropriate alternative setting	115
	rather than the regular public school setting.	116
	The Association supports the placement of juveniles who are	117
	not charged with any offense or those who are status offenders	118
	in separate facilities from those persons who are charged with	119
	criminal offenses.	120
	The Association also supports adequate funding for pro-	121
	grams that provide alternatives to incarceration, discourage	122
	recidivism, and engage juveniles in positive behavior manage-	123
	ment activities and community-based rehabilitation that include	124
	counseling and community services. (1988, 2004)	125
		126
	C-25. Family Stability for Children	127
	The National Education Association believes that it is in the	128
	best interest of all children to live in a secure and stable family	129
	environment. Every effort should be made to provide a family	130

1 with the supportive services it needs to allow it to stay together
2 and care for the child in a safe, nonabusive, and nurturing
3 environment.

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

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

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

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

20 If a child's immediate family and/or extended family is
21 unable to care for him or her, the Association also believes that
22 the child may need temporary foster care while, at the same
23 time, efforts are made to work with the family toward reunifica-
24 tion with the child.

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

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

33 **C-26. Dependent Children of Military Personnel**

34 The National Education Association believes that parents
35 serving in the military should have adequate services provided
36 to ensure that their dependent children are cared for and an
37 uninterrupted education is provided in the event of mobiliza-
38 tion of the parent(s)/guardian(s). The Association also believes
39 that counseling should be available for military dependents and
40 their guardians before, during, and after the military person-
41 nel's deployment overseas. (1991, 2005)

42 **C-27. Standards for Family/Domestic Crisis Care**

43 The National Education Association supports a full range of
44 assistance from interventions to shelters for families experienc-
45 ing domestic violence.

46 The Association advocates—

- 47 a. Services that include protection, counseling, and therapy
48 for these children and families
- 49 b. Adequate financial support
- 50 c. Screening and training of potential foster families and
51 shelter personnel
- 52 d. Immediate temporary foster care for children who are
53 being abused, neglected, or exploited
- 54 e. Continued training, supervision, and evaluation of foster
55 families and shelter personnel
- 56 f. Appropriate ongoing communications of pertinent infor-
57 mation between social service agencies and education
58 employees
- 59 g. Mandated counseling for persons committing physical
60 and/or psychological violence. (1992, 1999)

61
62
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64
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C-28. Child Abuse, Neglect, and Exploitation

The National Education Association believes that all chil-
dren should be protected from the psychological and physical
aspects of child abuse, neglect, and exploitation.

The Association urges its affiliates to—

- a. Seek clear legal definitions of what constitutes child
abuse, neglect, and exploitation
- b. Encourage the development of programs that stress the
identification of, reporting procedures for, legal respon-
sibilities for, and techniques for dealing with abused,
neglected, and exploited children
- c. Cooperate with community organizations to increase
public awareness and understanding of the prevalence
as well as the causes, prevention, and treatment of child
abuse, including neglect, exploitation, incest, and physi-
cal abuse
- d. Encourage the development and use of materials to
increase student awareness of child abuse, neglect, and
exploitation
- e. Require education employees to report to appropriate
authorities instances of suspected child abuse, neglect,
and exploitation while providing those employees with
immunity from legal action
- f. Encourage development of legislatively funded provi-
sions for dealing with the abusive child, adult, or institu-
tion as well as processes, protective options, and coping
provisions for the abused, neglected, and exploited child
- g. Encourage enactment of legislation for protection of chil-
dren from parents/guardians who demonstrate neglect by
leaving them unattended/unsupervised
- h. Encourage positive action from the marketing and media
professions in eliminating exploitation, commercial-
ization, and glamorization of physical, emotional, and
sexual child abuse
- i. Protect children from exploitation via multimedia and
electronic devices. (1974, 2015)

C-29. Out-of-Home Placement of Children and Youth

The National Education Association believes that when chil-
dren and youth are removed from the home by social services
or the juvenile justice system either for their own protection
or for the commission of a status offense and are placed in the
custody of group homes, foster homes, or other custodial facili-
ties, the rights of both the child or youth and the community
must be protected. These facilities must be licensed, be oper-
ated by trained and licensed personnel, meet appropriate health
and safety codes, and provide counseling and ancillary services
for the child or youth.

The impact of facilities on the public schools should be
taken into account by licensing agencies and zoning authorities.

The Association also believes that once a child or youth is
removed from a home by social services or the juvenile justice
system—

- a. Copies of all comprehensive school records, which may
include but not be limited to discipline history and cur-
rent special needs plans, shall be transferred to the child
or youth's current educational placement in a timely man-
ner as prescribed by law.
- b. Each child or youth shall be allowed to maintain a copy
of his or her personal and educational file, which must
include but not be limited to a birth certificate, a social
security card, current special needs plans, transcripts, a
medical card, and immunization records.

1	c. Each child or youth shall be allowed to maintain a valid		66
2	state identification card. (1992, 2009)		67
3			68
4	C-30. Protection of Infants with Disabilities		69
5	The National Education Association believes that infants		70
6	born with mentally and/or physically disabling conditions are		71
7	entitled to receive medically necessary treatments and services		72
8	that are appropriate and consistent with the patient's needs and		73
9	that, in accordance with accepted standards of practice, cannot		74
10	be withheld without adversely affecting the patient's condition		75
11	or the quality of the care. These treatments and services should		76
12	be accompanied by the appropriate rehabilitation and life learn-		77
13	ing skills. (1985, 2004)		78
14			79
15	C-31. Prevention of Child Abduction		80
16	The National Education Association believes that all chil-		81
17	dren should be protected from abduction. Programs to prevent		82
18	abduction should be provided to education employees, students,		83
19	parents/guardians, and the community. School districts should		84
20	have policies and procedures for the prevention of abduction.		85
21	The Association also believes that the voluntary fingerprinting		86
22	of children should be conducted in a nonthreatening environ-		87
23	ment and that completed fingerprint cards should be given to		88
24	the parent/guardian. (1984, 2000)		89
25			90
26	C-32. Missing Children		91
27	The National Education Association believes that all avail-		92
28	able means must be utilized to locate missing children. The		93
29	Association also believes that local and state affiliates should		94
30	work cooperatively with local programs and/or authorities to		95
31	raise the public's consciousness about the missing-children		96
32	crisis. (1981, 2000)		97
33			98
34	C-33. Effect of Poverty on Children and Youth		99
35	The National Education Association believes that poverty		100
36	affects a child's ability to develop necessary academic and life		101
37	skills. Society must provide high quality educational opportuni-		102
38	ties for all children. The Association also believes that local,		103
39	state, and federal governments must provide adequate and		104
40	equitable resources, including transportation as needed, and		105
41	funding to support educational programs for students affected		106
42	by poverty.		107
43	The Association further believes that the basic right to a		108
44	living wage for parents/guardians would ease the effects of		109
45	poverty on our students. The Association supports efforts to		110
46	compensate workers in a manner that meets their basic needs.		111
47	The Association believes that all education professionals		112
48	play a crucial role in providing high quality educational experi-		113
49	ences. For educators to empower students to experience optimal		114
50	results, social programs that alleviate poverty in our communi-		115
51	ties must accompany educational programs. (1988, 2015)		116
52			117
53	C-34. Effect of Homelessness on Children and		118
54	Youth		119
55	The National Education Association believes that homeles-		120
56	ness creates educational challenges that interfere with the abil-		121
57	ity of children and youth to access education and to progress		122
58	academically. Homelessness can limit the knowledge of, and		123
59	access to, services such as education, housing, jobs, health care;		124
60	and other human service agencies.		125
61	The Association also believes that schools need to work col-		126
62	laboratively with the community; local, state, and federal agen-		127
63	cies; and higher education to create opportunities to enhance		128
64	student success.		129
65			130
		The Association further believes that society has the respon-	
		sibility to lessen the effect of homelessness by assisting children	
		and youth to develop necessary life skills, to learn new con-	
		cepts, and to function successfully in diverse settings. (2007)	
			70
		C-35. Child Care	71
		The National Education Association believes that all child	72
		care centers should have adequate facilities, affordable payment	73
		options, proper supervision, appropriate education programs,	74
		and qualified, screened, and trained personnel. Child care	75
		centers should be examined and monitored on a continuous	76
		basis, and additional legislation should be sought as necessary	77
		to maintain the highest quality child care.	78
		The Association encourages school districts and educational	79
		institutions to establish on-site child care for preschoolers,	80
		students, the children of students, and the children of staff	81
		members. (1984, 1995)	82
			83
		C-36. Programs Before and After School	84
		The National Education Association believes that all	85
		children need adequate and appropriate adult supervision and	86
		guidance before and after school hours.	87
		The Association also believes that children who have	88
		limited or no adult supervision before or after school need	89
		local, state, and/or national programs, developed and staffed by	90
		qualified and trained personnel, which include opportunities to	91
		participate in study-skill sessions, counseling, and guidance in	92
		addition to recreational activities. (1983, 1995)	93
			94
		C-37. Youth Camp Safety	95
		The National Education Association believes that all youth	96
		camps must provide proper supervision and instruction as	97
		well as secure facilities that meet current safety and health	98
		standards.	99
		The Association urges its members to support legislation	100
		establishing guidelines that require that all camp personnel be	101
		qualified and trained for their areas of responsibility. (1976,	102
		1987)	103
			104
		C-38. School Facilities: Design, Construction, and	105
		Function	106
		The National Education Association believes that school	107
		facilities must be conducive to teaching and learning. The	108
		physical environment must allow for a variety of needs, includ-	109
		ing the number of students, physical characteristics of students,	110
		changes in teaching methods, presentation of instruction, and	111
		an increased use of school facilities. The Association also	112
		believes that all school facilities must be well constructed, safe,	113
		energy-efficient, aesthetically pleasing, accessible, functional,	114
		and adaptable to persons with disabilities.	115
		The Association believes that the community, parents/	116
		guardians, and education employees must be involved through	117
		site-based, shared decision making in designing these facilities.	118
		Construction designs should incorporate original art.	119
		The Association also believes that stable and sufficient	120
		funding must be provided for the design, construction, adequate	121
		and ongoing maintenance, and operation of the school facility.	122
		(1992, 2009)	123
			124
		C-39. Environmentally Safe Schools	125
		The National Education Association believes that all educa-	126
		tional facilities must have healthy indoor air quality, be smoke-	127
		free, be safe from environmental and chemical hazards, and be	128
		safe from hazardous electromagnetic fields.	129
			130

1 School districts should conduct periodic testing for harmful
2 water and airborne particles/agents that are detrimental to the
3 health of students and education employees and shall report the
4 results publicly. Further, school districts must complete correc-
5 tive actions to eliminate the problems and report results in a
6 timely manner.

7 The Association also believes that it is incumbent on local
8 education providers to be forthcoming with information regard-
9 ing mold infestation and other indoor environmental hazards in
10 school facilities. The Association supports facility designs with
11 the use of nontoxic materials that promote healthy indoor air
12 quality through properly designed, installed, and maintained
13 heating, ventilation, and air conditioning (HVAC) systems.

14 The Association further believes that the use, installation, and
15 maintenance of building materials in school facilities must
16 be appropriate and comply with established local, state, and
17 federal guidelines.

18 Additional health hazards should not be created when facili-
19 ties are altered or repaired.

20 The Association believes in the establishment and enforce-
21 ment of standards of the Occupational Safety and Health
22 Administration (OSHA), including temperature and humidity
23 recommendations, to ensure health and safety. The Association
24 also believes that pesticide use should be minimized and, if
25 used, advance notice given of location and date of application.

26 The Association supports ongoing training and certification
27 of education employees who work in potentially hazardous situ-
28 ations. This training must include proper handling, storage, and
29 disposal of hazardous materials and instruction on Safety Data
30 Sheets (SDS).

31 The Association further believes that school districts must
32 post SDS and OSHA standards. Students and/or their parents/
33 guardians, education employees, and the public should be noti-
34 fied of actual and potential hazards. All stakeholders should be
35 involved in developing a plan for corrective action. The Asso-
36 ciation believes in the development and enforcement of health
37 and safety standards specifically for children. (1989, 2015)

38

39 **C-40. School Transportation**

40 The National Education Association believes that free
41 transportation should be provided for all public school students
42 residing beyond a reasonable and safe walking distance from
43 their assigned schools, and that local school districts should
44 provide students with transportation for all school-related
45 activities.

46 The Association strongly believes that all school bus person-
47 nel who are utilized to transport students should be publicly
48 employed.

49 The Association also believes that, if necessary for the
50 safety of the students, paid bus assistants should be provided.
51 Qualified substitute drivers and/or bus assistants must be
52 provided to transport students in the absence of members of the
53 regular transportation staff. When traveling to all school related
54 activities, the group's sponsor or chaperone should not be the
55 group's bus driver.

56 The Association further believes that rules, regulations,
57 and procedures must be developed, enforced, and continually
58 reviewed and revised to ensure safe and orderly transportation
59 of students. In addition to an annual bus inspection, the proper
60 agencies should also conduct random bus inspections. Buses
61 that transport students, especially preschool-aged students and/
62 or students with disabilities, should be equipped appropriately.
63 (1977, 2006)

64

65

STUDENT RIGHTS/CONCERNS

C-41. Student Rights and Responsibilities

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

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

The Association further believes in the confidentiality of
student information and opposes its dissemination to any orga-
nization or institution without the consent of the student and/or
parent/guardian.

The Association believes that student rights must be safe-
guarded when students are involved in commercial premium
campaigns and fundraising activities. (1969, 2012)

C-42. Optimizing Students' Time To Learn

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

The Association also believes that—

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

C-43. Media, Games, Products, and Children

The National Education Association believes that children
are an especially vulnerable and easily exploited audience who
must be protected from exposure to violence, prejudice, sexual
content, and stereotyping by mass media, the Internet, and
products that are accessible to children.

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

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1	The Association encourages the producers of games and	66
2	toys to make explicit to consumers, prior to purchase, the nature	67
3	of a product's content through specific labeling. The Asso-	68
4	ciation also believes that regulations restricting the purchase	69
5	of games and toys based on age appropriateness should be	70
6	developed and enforced. The Association deplores exposing	71
7	children as consumer-test groups to violent interactive games	72
8	and products in order for manufacturers to determine how to	73
9	increase or refine the violent content for the express purpose of	74
10	increasing sales.	75
11	The Association further believes that, through media	76
12	literacy education, education employees, parents/guardians,	77
13	and children must become critical users of mass media, the	78
14	Internet, and other products accessible to children. The Asso-	79
15	ciation also encourages its affiliates to establish media study	80
16	committees to monitor media activities and promote positive	81
17	educational programming. (1969, 2015)	82
18		83
19	C-44. Student Use of Electronic Social Media	84
20	The National Education Association recognizes the popu-	85
21	larity and accessibility of electronic social media, including	86
22	personal websites, blogs, text messages and social network-	87
23	ing sites. The Association believes that students should be	88
24	informed of the possible dangers of posting personal informa-	89
25	tion electronically. Students should be encouraged to report	90
26	incidents of cyberbullying and other inappropriate communica-	91
27	tions received using electronic social media. (2010)	92
28		93
29	C-45. Extracurricular Participation	94
30	The National Education Association believes that the suc-	95
31	cessful completion of an academic program is the first priority	96
32	for all students.	97
33	The Association also believes that all schools, colleges,	98
34	universities, and parents/guardians must accept their educa-	99
35	tional responsibilities to student athletes and participants in	100
36	other extracurricular activities. These students should not be	101
37	exploited for economic and/or personal gain.	102
38	The Association further believes that there should be fair	103
39	and equitable eligibility requirements for student participation	104
40	and student progress should be monitored frequently. (1984,	105
41	2000)	106
42		107
43	C-46. Gender Equity in Athletic Programs	108
44	The National Education Association believes that at all	109
45	educational levels female and male students must have equal	110
46	opportunity to participate in athletic programs.	111
47	The Association urges that athletic funds for facilities,	112
48	equipment, and remuneration of staff be allocated equally	113
49	between female and male programs. (1974, 1993)	114
50		115
51	D. PROMOTE PROFESSIONAL EXCELLENCE	116
52	AMONG EDUCATORS	117
53		118
54	PROFESSIONAL PREPARATION	119
55		120
56	D-1. The Teaching Profession	121
57	The National Education Association believes that the teach-	122
58	ing profession is a cornerstone of society.	123
59	The goal of the profession must be to provide the highest	124
60	quality of education to all students. Therefore, the profes-	125
61	sion must be composed of individuals meeting the highest	126
62	standards which are established, maintained, and governed	127
63	by members of the profession and must apply to recruitment,	128
64	teacher preparation, induction, professional development, evalu-	129
65	ation, practice, and accountability. Members of the teaching	130
	profession must assume leadership roles and must have the	
	time, resources, and decision-making authority to provide the	
	highest quality of learning for each student.	
	A quality teacher—	
	a. Designs and facilitates instruction that incorporates the	
	students' developmental levels, skills, and interests with	
	content knowledge	
	b. Develops collaborative relationships and partners with	
	colleagues, students, families, and communities focused	
	on meaningful and deep learning	
	c. Provides leadership and advocacy for students, quality	
	education, and the education profession	
	d. Demonstrates in-depth content and professional	
	knowledge	
	e. Participates in ongoing professional learning as an indi-	
	vidual and within the professional learning community	
	f. Utilizes multiple and varied forms of assessments and	
	student data to inform instruction, assess student learn-	
	ing, 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, 2016)	
	D-2. Teacher Preparation Programs: Recruitment	
	The National Education Association believes that strong	
	programs of teacher recruitment are necessary to maintain	
	and enhance the teaching profession. Such programs should	
	emphasize the recruitment of underrepresented candidates,	
	should include a policy of affirmative recruitment, and should	
	encourage incoming teachers to engage in the work of the	
	Association. Preteaching programs and recruitment efforts	
	should be developed at high schools and community/junior col-	
	leges in conjunction with institutions of higher education with	
	teacher preparation programs. These efforts should include the	
	active participation of practicing preK through adult education	
	teachers.	
	The Association also believes that individuals interested in	
	teaching as a career should attend institutions accredited by the	
	Council for the Accreditation of Educator Preparation (CAEP).	
	Counselors and advisers should inform students of the advan-	
	tages of attending CAEP-accredited institutions.	
	Federally financed loan and grant programs should be estab-	
	lished to encourage students to become professional educators.	
	Progressive forgiveness of the loan should be based upon the	
	equivalent amount of professional service.	
	Grants should be secured from both public and private	
	sources to assist students planning to pursue a career in educa-	
	tion. (1990, 2014)	
	D-3. Teacher Preparation for Education Support	
	Professionals	
	The National Education Association believes that education	
	support professionals are an integral part of the student's learn-	
	ing process and, therefore, would make excellent candidates for	
	teacher preparation programs.	
	The Association also believes that affiliates should support	
	the development of programs, resources, and funding to assist	
	those education support professionals who wish to obtain a	

1	college degree and fulfill the requirements necessary to become		
2	licensed classroom teachers.		
3	The Association encourages licensed colleagues to act as a		
4	support system for such programs. (1999)		
5			
6	D-4. Teacher Preparation Programs: Admissions		
7	The National Education Association believes that require-		
8	ments for admission into teacher preparation programs must be		
9	based upon standards established and maintained by the profes-		
10	sion. These requirements must be rigorous yet flexible enough		
11	to allow admittance to those who demonstrate potential for		
12	effective practice. The requirements and the selection process		
13	must be nondiscriminatory.		
14	The Association also believes that admission to teacher		
15	preparation programs should be based on multiple consider-		
16	ations, such as recommendations of faculty, grade-point aver-		
17	age, personal interviews, portfolio reviews, and recommenda-		
18	tions of persons in related fields. Standardized achievement test		
19	scores must not be the sole basis for admission.		
20	The Association urges appropriate state agencies to moni-		
21	tor projected needs by certification areas and to inform teacher		
22	preparation institutions of those needs on a continuing basis.		
23	Teacher preparation institutions should counsel and prepare		
24	prospective teachers in numbers consistent with projected		
25	needs. (1970, 2000)		
26			
27	D-5. Teacher Preparation Programs: Affiliate		
28	Participation		
29	The National Education Association believes that its affili-		
30	ates and members should be involved in teacher education		
31	preparation and accreditation at the national, state, and local		
32	levels. The Association also believes that its affiliates and		
33	licensed educators with content-specific teaching experience		
34	should participate at the college/university level in the design,		
35	implementation, and improvement of teacher education pro-		
36	grams. (1970, 2001)		
37			
38	D-6. Teacher Preparation Programs: Content and		
39	Evaluation		
40	The National Education Association believes that teacher		
41	preparation programs must—		
42	a. Involve licensed preK through adult education teachers		
43	who are currently practicing in their field of expertise in		
44	the design, implementation, evaluation, and systematic		
45	change of the program		
46	b. Involve students preparing to teach in the evaluation and		
47	improvement of the program		
48	c. Involve teacher educators who are licensed and practic-		
49	ing in their field of expertise and who also demonstrate		
50	practical knowledge of schools and classroom teaching		
51	d. Include proactive recruitment practices to diversify the		
52	teaching staff		
53	e. Include tests, reports, student teaching, portfolio reviews,		
54	and other measures of performance designed to assess		
55	progress in acquiring the knowledge and skills necessary		
56	for effective teaching		
57	f. Require courses in the liberal arts, subject or grade-level		
58	specialty, reading, methodologies for the instruction of		
59	students with limited English proficiency, and profes-		
60	sional studies that include learning theories, curriculum		
61	design, classroom management, behavior management,		
62	discipline, student assessment, school accountability,		
63	school law, and teaching techniques		
64			
65			
		g. Include instruction and field experience in the uses of	66
		appropriate technology for managing and advancing	67
		instruction	68
		h. Include instructional content and experience that address	69
		our multicultural, multi-ethnic diversity, recognize the	70
		contributions of ethnic and other minorities, and provide	71
		strategies and techniques for teaching and interacting	72
		with culturally diverse students	73
		i. Include instructional content and experiences that	74
		address how economic and/or housing status affect a	75
		child's readiness and ability to learn and function in a	76
		school setting and that provide specific techniques for	77
		teachers who teach children of poverty	78
		j. Involve students preparing to teach in recognizing biases	79
		and acquiring the necessary skills and knowledge to	80
		assist them in creating a bias-free environment	81
		k. Include instructional content and experience in research	82
		and information skills, group processes, shared decision	83
		making, strategic planning, the dynamics of intergroup	84
		communications, peace and conflict resolution, human	85
		growth and development, the changing role of the family,	86
		exceptional behaviors, and human relations	87
		l. Include a variety of field experiences throughout the	88
		preparation program culminating in clinical practice	89
		m. Include accurate instructional content on the evolution	90
		of professional teacher organizations and the advances	91
		in the areas of job contracts, salary schedules, benefit	92
		programs, and working conditions	93
		n. Include instruction and practical experiences in the	94
		processes, strategies, realities, responsibilities, and chal-	95
		lenges of shared decision making, problem-solving, and	96
		strategic planning	97
		o. Include instructional content in awareness and educa-	98
		tional programs of all special education areas recognized	99
		by federal law	100
		p. Provide access to professional and preprofessional orga-	101
		nizations related to the education profession and areas of	102
		certification	103
		q. Provide teacher candidates with resources and practice	104
		opportunities to prepare for performance assessments for	105
		licensure/certification	106
		r. Promote involvement in an NEA Student Program local	107
		chapter that provides opportunities for community out-	108
		reach, professional development, and political action	109
		s. Be evaluated by the Council for the Accreditation of	110
		Educator Preparation (CAEP) and funded at a level that	111
		ensures accreditation is achieved and maintained	112
		t. Use multiple measures to determine teacher readiness,	113
		with evidence and feedback from program faculty and	114
		cooperating teachers. (1970, 2016)	115
			116
		D-7. Teacher Preparation Programs: Clinical	117
		Practice	118
		The National Education Association believes that clinical	119
		practice is essential to provide prospective teachers with the	120
		experiences necessary to enter the profession and be prepared to	121
		teach. Clinical practice contributes to enhanced student learn-	122
		ing by fostering the development of a reflective practitioner.	123
		The Association also believes that clinical practice should	124
		include a supervised student teaching experience/internship and	125
		a post-hiring residency of one year for a prospective teacher	126
		to achieve full licensure. Clinical practice provides formal	127
		support, instruction, and guidance by a faculty member in a	128
		teacher preparation program and by an experienced, licensed	129
		preK through 12 teacher in the same field of practice.	130

1	The Association further believes that prospective teachers	66
2	completing clinical practice should demonstrate—	67
3	a. Comprehensive understanding of the central concepts	68
4	and structure of the disciplines that they teach	69
5	b. Knowledge of how children learn, including how their	70
6	approaches to learning differ	71
7	c. Ability to provide learning opportunities that support the	72
8	intellectual, social, physical, and personal development	73
9	of individual students	74
10	d. A variety of instructional strategies that encourage stu-	75
11	dents to develop critical thinking skills, problem-solving	76
12	techniques, positive social interaction, and active engage-	77
13	ment in learning	78
14	e. Ability to plan instructional strategies based upon knowl-	79
15	edge of the subject matter, the students, the community,	80
16	and the curriculum goals	81
17	f. Effective use of formal and informal assessment strate-	82
18	gies to evaluate and ensure the continuous intellectual,	83
19	social, physical, and personal development of individual	84
20	students	85
21	g. Use of active inquiry and collaboration between and	86
22	among colleagues.	87
23	The Association believes that clinical practice experiences	88
24	provide opportunities to establish essential relationships with	89
25	other education employees, parents/guardians, and agencies in	90
26	the community to support students' learning and well-being.	91
27	(1998, 2002)	92
28		93
29	D-8. Hiring Policies and Practices for Teaching	94
30	Positions	95
31	The National Education Association believes that nondis-	96
32	criminatory hiring policies and practices that actively recruit	97
33	a highly qualified, diverse teaching staff provide the highest	98
34	quality of education for students.	99
35	The Association also believes that candidates for teaching	100
36	positions must have completed a teacher education program	101
37	meeting the Council for the Accreditation of Educator Prepa-	102
38	ration (CAEP) standards and be licensed in the field of the	103
39	specific teaching assignment. Selection criteria for all teaching	104
40	positions must be based on the needs of the students and faculty,	105
41	the goals of the school district, and the philosophy of the school.	106
42	The Association further believes that teachers must have an	107
43	active role in the development of selection criteria, job descrip-	108
44	tions, and interview instruments, and must participate in the	109
45	interview and selection process. (1999, 2016)	110
46		111
47	D-9. Teacher Induction	112
48	The National Education Association believes that teacher	113
49	induction is an integral part of an ongoing systemic approach to	114
50	examining teaching in relation to student learning. It facilitates	115
51	the transition of new teachers into the profession, promotes the	116
52	retention of successful teachers, and provides a system of sup-	117
53	port for veteran teachers experiencing a change in grade level,	118
54	type of assignments, job site, or cultural environment. The	119
55	Association also believes that an effective induction process	120
56	is based upon exemplary teaching practices, an understanding	121
57	of adult and student learning, and a professional environment	122
58	that encourages collaboration and inquiry through formal and	123
59	informal systems of collegial support.	124
60	The Association further believes that the induction process	125
61	includes critical analysis and cognitive and reflective activities	126
62	that support the development of exemplary teaching practices	127
63	and enhances professional development. The induction process	128
64	for new teachers must be mandatory, be at least two years in	129
65	duration, and include a mentoring program. The induction	130
	process for veteran teachers must be flexible and provide sup-	66
	port based upon changes in their professional assignments.	67
	The Association encourages its affiliates to be involved in	68
	the development of standards for teacher induction and in the	69
	design and implementation of the process. (1999, 2014)	70
		71
	D-10. Mentor Programs	72
	The National Education Association believes that mentor	73
	programs are a means of enhancing the professional expertise	74
	of employees and retaining quality educators. The Association	75
	also believes that the planning, implementation, and evalu-	76
	ation of such programs must be negotiated or cooperatively	77
	developed and maintained by the school district and the local	78
	affiliate.	79
	The Association further believes that the duties and respon-	80
	sibilities of all parties must be clearly defined and uniformly	81
	administered. Mentors must be selected through a defined	82
	process with articulated criteria, be properly trained and com-	83
	pensated, and be provided with adequate time to fulfill their	84
	responsibilities. The state or local authority has the obligation	85
	to provide hold-harmless protection.	86
	The Association believes that any documentation that results	87
	from the mentoring process must be confidential and the sole	88
	property of the person mentored and must not be included in	89
	the participant's personnel file. The Association also believes	90
	that any verbal conversations that result from the mentoring	91
	process must also remain confidential. (1988, 2004)	92
		93
	D-11. Educator Career Paths	94
	The National Education Association believes that an educa-	95
	tor's primary responsibility is student learning and that leader-	96
	ship by educators is essential to serving the needs of students,	97
	schools, and the education profession. The development of	98
	well-designed career paths can promote and nurture effective	99
	instruction. Career paths should—	100
	a. Be developed through collective bargaining or in non-	101
	bargaining jurisdictions be developed collaboratively by	102
	Association members and local boards	103
	b. Be adequately funded and sustainable	104
	c. Be voluntary	105
	d. Be fair and equitable with transparent criteria, based on	106
	professional standards	107
	e. Include compensation that recognizes additional respon-	108
	sibilities, knowledge, and/or skills	109
	f. Include ongoing professional development	110
	g. Allow educators to move between paths without penalty	111
	and support these transitions with programs, resources,	112
	and funding wherever possible	113
	h. Contain a comprehensive evaluation system that includes	114
	an appeal procedure. (2012, 2016)	115
		116
	D-12. Peer Assistance Programs and Peer	117
	Assistance and Review Programs	118
	The National Education Association believes that high	119
	standards within the teaching profession and continuous	120
	improvement in professional practice are cornerstones of the	121
	profession. Some local affiliates may conclude that, under	122
	certain circumstances, a peer assistance or a peer assistance	123
	and review program is an appropriate mechanism for achieving	124
	these objectives.	125
	The primary purpose of any such program should be	126
	to provide "assistance"—to improve professional practice,	127
	retain promising teachers, and build professional knowl-	128
	edge to improve student success. A local affiliate may, at its	129
	option, also decide to include a "review" component in the	130

- 1 program—involving the evaluation of performance. If a local
 2 affiliate takes either position, the program should—
- 3 a. Be developed through collective bargaining or through a
 4 joint association/school district agreement in nonbargain-
 5 ing states
 - 6 b. Be governed by a board composed of an equal number
 7 or a majority of representatives appointed by the local
 8 affiliate
 - 9 c. Be supported by stable and sustainable funding
 - 10 d. Acknowledge that the school district makes the final
 11 decision to retain or seek nonrenewal or termination, but
 12 that recommendations forwarded by the joint govern-
 13 ing body are routinely accepted and acted upon by the
 14 district
 - 15 e. Ensure that only teachers who are deemed by their peers
 16 to be highly skilled practitioners are selected for the role
 17 of consulting teacher, that the consulting teacher’s area
 18 of expertise is the same as or closely related to that of the
 19 participating teacher, and that the consulting teacher is
 20 chosen by the program governing bodies
 - 21 f. Seek consulting teachers who reflect the diverse popula-
 22 tion of the teaching staff
 - 23 g. Provide that consulting teachers are properly com-
 24 pensated and provided adequate time to fulfill their
 25 responsibilities
 - 26 h. Provide that consulting teachers receive extensive and
 27 ongoing training in mentoring/coaching skills, district
 28 initiatives and resources, and current education instruc-
 29 tional methods
 - 30 i. Establish guidelines for the referral of teachers as well as
 31 safeguards to prevent unwarranted referrals and to allow
 32 participating teachers the selection and/or approval of
 33 their assignment to a consulting teacher
 - 34 j. Establish and convey to all consulting and participat-
 35 ing teachers clear rules on allowable uses of documents,
 36 products, and communications arising from the program
 - 37 k. Require extensive documentation based on ongoing
 38 assessments of each participant
 - 39 l. Require that rigorous and extensive assistance be
 40 provided over an appropriate period of time to help
 41 the participating teacher attain the requisite standard
 42 of proficiency before any effort is made to counsel the
 43 participating teacher into alternative career choices either
 44 within or outside the education profession or a recom-
 45 mendation to initiate nonrenewal or termination proceed-
 46 ings is issued
 - 47 m. Ensure due process protection and duty of fair represen-
 48 tation procedures
 - 49 n. Guarantee that participating teachers, consulting teach-
 50 ers, and teachers who sit on governing bodies do not lose
 51 their Association membership or bargaining unit status
 52 by virtue of their participation in the program. (1997,
 53 2012)

54 **D-13. Administrator Preparation**

55 The National Education Association believes that admin-
 56 istrators and staff are partners in the total school program.
 57 Administrators must maintain valid administrator licensure
 58 and have periodic teaching experience. Areas of instructional
 59 content and experience should include participatory decision
 60 making, interpersonal skills, personnel selection, staff evalua-
 61 tion, curriculum, school management techniques, and cultural
 62 diversity training. Prior to credentialing, an administrator shall
 63 have served at least five years in a full-time teaching position.
 64 (1985, 1994)
 65

66 **APPROPRIATE STAFFING**

67 **D-14. Supervision of Extracurricular Activities**

68 The National Education Association believes that extracur-
 69 ricular activities are an important part of the public school
 70 experience. Education institutions should adopt policies,
 71 standards, and guidelines for the staffing and hiring of qualified
 72 extracurricular personnel, providing them with ongoing train-
 73 ing. Qualified education employees must be given the opportu-
 74 nity of first acceptance of paid positions. (1994, 2014)
 75

76 **PROFESSIONAL DEVELOPMENT**

77 **D-15. Professional Development for Education** 78 **Professionals**

79 The National Education Association believes that con-
 80 tinuous professional development is required for education
 81 professionals to achieve and maintain the highest standards of
 82 student learning and professional practice. The Association also
 83 believes that professional development should—
 84

- 85 a. Be based upon clearly articulated goals reached by con-
 86 sensus of the school community
- 87 b. Be designed, directed by, and differentiated to meet the
 88 needs of affected professionals at each site
- 89 c. Support education professionals in meeting the needs of
 90 students
- 91 d. Be incorporated into and aligned with (not added to)
 92 professional work expectations
- 93 e. Be standards-referenced and incorporate effective prac-
 94 tice, relevant data, and current research
- 95 f. Be supported by adequate resources
- 96 g. Be career-long, rigorous, and sustained
- 97 h. Stimulate intellectual development and leadership
 98 capacity
- 99 i. Balance individual priorities with the needs of the school
 100 and the district
- 101 j. Be modified in response to feedback from ongoing
 102 assessments and participants’ evaluations
- 103 k. Preserve regular planning time for teachers
- 104 l. Provide—
 105
 - training and ongoing support for the implementation
 106 of new and expanded programs/skills
 - training and ongoing support in the development of
 107 new and revised curricula and instructional strategies
 - time during the regular work day and work year for
 108 inquiry, research, reflection, and collaboration
 - time for individual and collaborative study of student
 109 data to improve student learning
 - opportunities for mentoring/peer coaching with col-
 110 leagues on an ongoing basis
 - a depth of subject matter knowledge and a greater
 111 understanding of the impact of culture, gender, and
 112 learning styles
 - opportunities to assume new roles and career paths,
 113 including leadership positions
 - flexibility for collaboration of community partners
 114 with a variety of resources such as university-school
 115 partnerships, professional development schools,
 116 exchange programs, professional development
 117 resource centers, and cultural and business resources
 - opportunities for training by licensed health profes-
 118 sionals in basic emergency lifesaving techniques,
 119 including CPR and the proper use of Automated
 120 External Defibrillators

1	• training and ongoing support for the use of technology	66
2	as an instructional tool. (1976, 2016)	67
3		68
4	D-16. Professional Development for Education	69
5	Support Professionals	70
6	The National Education Association believes that continu-	71
7	ous professional development is required for education support	72
8	professionals to achieve and maintain the highest standards of	73
9	professional practice in order to meet the needs of the whole	74
10	student. Professional development and continuing education	75
11	serve as catalysts to recruit, retain, and promote qualified edu-	76
12	cation support professionals. These course offerings should be	77
13	ongoing throughout the school year and made available by both	78
14	states and school districts. Professional development programs	79
15	should ensure that appropriate education employees have a	80
16	decisive voice at every stage of planning, implementation, and	81
17	evaluation. (1998, 2016)	82
18		83
19	D-17. Professional Development Resource	84
20	Services	85
21	The National Education Association believes that profes-	86
22	sional development resource services provide an opportunity	87
23	for education employees to share resources, experiences, and	88
24	ideas for professional growth. The Association also believes	89
25	that these services should be established, funded, and accessi-	90
26	ble to all education employees. The Association further believes	91
27	that members from local affiliates should actively participate in	92
28	the development and implementation of these services. (1982,	93
29	2016)	94
30		95
31	COMPETENCY	96
32		97
33	D-18. Professional Development in Behavior	98
34	Management, Discipline, Order, and Safety	99
35	The National Education Association believes that behav-	100
36	ior management, discipline, order, and safety in schools and	101
37	school districts are essential to ensure student success. The	102
38	Association also believes that all education employees must be	103
39	provided professional development in behavior management,	104
40	discipline, conflict resolution, safety plans and emergency pro-	105
41	cedures, emergency lifesaving techniques, and crisis manage-	106
42	ment. (1994, 2000)	107
43		108
44	D-19. Neurological Disorder Awareness	109
45	The National Education Association believes in the estab-	110
46	lishment of programs that will increase education employee	111
47	awareness of neurological disorders and symptoms that affect	112
48	student learning. Qualified health professionals should be coop-	113
49	eratively involved in these programs. (1987, 1999)	114
50		115
51	D-20. Teacher Exchange Programs	116
52	The National Education Association believes that teach-	117
53	ers and students benefit when teachers participate in teacher	118
54	exchange programs. Voluntary teacher exchange programs	119
55	should be cooperatively established with governing boards to	120
56	offer such programs within and among the states, schools of	121
57	federal agencies within and outside the United States, and agen-	122
58	cies abroad. (1974, 1997)	123
59		124
60	D-21. Education Employee Evaluation[†]	125
61	The National Education Association believes that formal	126
62	performance-based evaluations must include formative evalua-	127
63	tion components in order to assure the competency of all educa-	128
64	tion employees in their respective fields.	129
65		130

Effective evaluation procedures supported by professional development programs will enable all education employees to be informed in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify professional growth goals, and provide options for achieving these goals.

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

Following an evaluation, a teacher should be provided with clear notice of any areas of suggested growth and an improvement plan should be developed by the teacher, local association, and employer. After completing the improvement plan, the teacher should then be formally reevaluated. If dismissal proceedings based on an unsatisfactory evaluation rating are warranted, the teacher must be 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 further 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 believes that procedures for evaluation of administrators should include evaluations by education employees who are directly supervised by them.

[†] See *NEA Handbook* for the 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.

1	By participating in an evaluation process, an education	
2	employee shall not waive his or her right to due process in any	
3	subsequent contractual or legal proceeding. (1969, 2016)	
4		
5	D-22. Competency Testing of Licensed Teachers	
6	The National Education Association believes that compe-	
7	tency testing must not be used as a condition of employment,	
8	license retention, evaluation, placement, ranking, or promotion	
9	of licensed teachers. (1969, 2000)	
10		
11	D-23. Evaluation and Promotion in Higher	
12	Education	
13	The National Education Association affirms the importance	
14	of teaching in institutions of higher education and believes	
15	that research and publication should not be the only criteria on	
16	which higher education faculty are evaluated and/or promoted.	
17	The Association also believes that its higher education	
18	members must be allowed to determine through the collective	
19	bargaining process the methods by which they are evaluated	
20	and promoted.	
21	The Association further believes that in order to maintain	
22	high standards throughout higher education, administrators	
23	must undergo individual, periodic, and regular evaluation. The	
24	evaluation process must include input from a broad spectrum of	
25	the college/university community in order to provide a balance	
26	of perspective and evaluation effectiveness. (1986, 2006)	
27		
28	D-24. Promote the Retention of Experienced	
29	Education Professionals	
30	The National Education Association believes that experi-	
31	enced education professionals are valuable resources in the	
32	promotion of educational excellence. Experienced education	
33	professionals should be encouraged to remain in or return to the	
34	education profession through strategies consistent with NEA	
35	policies, including enhanced salaries, benefits, a supportive and	
36	respectful work environment, a reasonable workload, a secure	
37	pension, and retirement packages that reward extended years of	
38	service. (2001, 2015)	
39		
40	E. GAIN RECOGNITION OF THE BASIC	
41	IMPORTANCE OF THE TEACHER IN	
42	THE LEARNING PROCESS AND OTHER	
43	EMPLOYEES IN THE EDUCATIONAL EFFORT	
44		
45	ACADEMIC FREEDOM	
46		
47	E-1. Instructional Excellence	
48	The National Education Association believes that to achieve	
49	and maintain instructional excellence there must be continual	
50	improvement in the education process. The Association also	
51	believes that teachers have the primary responsibility for	
52	instructional excellence and must have the primary authority to	
53	recommend improvements in instruction through a democratic	
54	decision-making process. The Association further believes all	
55	education employees should support high standards for instruc-	
56	tional excellence and contribute to the continual improvement	
57	of education. The Association believes that no single program	
58	can meet the needs of every student. Mandated programs, such	
59	as scripted learning programs and pacing charts, restrict the	
60	ability of teachers to make decisions for appropriate, meaning-	
61	ful instruction in their classrooms. The Association recom-	
62	mends that education employees collaborate in the research,	
63	development, and field testing of new instructional methods and	
64	materials. (1969, 2005)	
65		
	E-2. Educator-Led Schools	
	The National Education Association believes that educa-	
	tor leadership is a means to fulfilling the promise of public	
	education. Sharing leadership more fully would concentrate a	
	broader range of expertise and skill in leadership, while also	
	distributing responsibility for student success more equitably	
	among those who educate our children. In addition, shared	
	leadership can create a more democratic school environment	
	in which there is broad engagement in problem solving and	
	decision making, engaging the Association in student-centered	
	educational quality and helping to prepare a new generation of	
	school leaders.	
	Careful planning, comprehensive training, and full fund-	
	ing are key components of any successful educator-led school	
	model. A collaborative model of democratic leadership—edu-	
	cator-led, educator-voice, stakeholder-led, union-led, or other	
	configuration—should be selected. This selection should be	
	based on the school’s purpose with the active involvement of	
	the site’s employees and of the local/state affiliate.	
	Local collective bargaining agreements and other negotiated	
	contracts are essential and should not be dismissed or aban-	
	doned. Engaging with the Association in developing a model	
	that respects the contract is essential.	
	Development of a comprehensive professional development	
	plan—including organizational development and leadership	
	skills—is essential for the successful transition to an educator-	
	led school.	
	Equitable funding and adequate support are keys to the suc-	
	cess of democratic model schools. Educators and their associa-	
	tions must demand these supports and resources as essential	
	to the development of school models that will support and	
	improve student learning. (2014)	
	E-3. Time To Teach	
	The National Education Association believes that “time to	
	teach” refers not only to those hours during which an educa-	
	tor is actually teaching but also applies to those conditions	
	that contribute to the student-teacher relationship. These	
	include a reasonable, carefully defined work load, a duty-free	
	lunch period, an office in which to work, access to telephones,	
	adequate and appropriate office equipment, access to technol-	
	ogy, freedom from interruptions during instructional time, suf-	
	ficient unencumbered planning time, time to evaluate student	
	progress, time for implementation of federal and state legisla-	
	tive requirements, and elimination of the noninstructional tasks	
	required of a teacher.	
	The Association also believes that, at all levels and in	
	all disciplines, additional common planning time should be	
	provided during the student day for employees to meet for	
	such purposes as, but not limited to, planning interdisciplin-	
	ary activities/units, team planning time, and coordinating with	
	special education and with support professionals.	
	The Association recognizes that accountability requires	
	reporting on the uses of funding derived from federal, state, and	
	local education programs. The Association further believes,	
	however, that in order for the classroom educator to spend	
	adequate time on instructional duties, the paperwork burden	
	on the practitioner must be reduced and held to an absolute	
	minimum.	
	The Association believes that educators need the freedom	
	and flexibility to schedule time and design programs to meet	
	the needs of students. (1969, 2007)	

1 E-4. Selection and Challenges of Materials and	
2 Teaching Techniques	
3 The National Education Association believes that demo-	
4 cratic values can best be transmitted in an atmosphere that	
5 does not restrain free inquiry and learning. The Association	
6 also believes that quality teaching depends on the freedom to	
7 select materials and techniques. Teachers and school library	
8 media specialists must have the right to select and use materi-	
9 als and techniques without censorship or legislative interfer-	
10 ence. States, school districts, and educational institutions must	
11 include teachers and faculty as full voting members on textbook	
12 and curriculum review and adoption committees. Participation	
13 must be voluntary and compensated.	
14 The Association deplores prepublishing censorship, book-	
15 burning crusades, and attempts to ban books from school	
16 library media centers and school curricula. Challenges to	
17 the choice of instructional materials and techniques must be	
18 orderly and objective, under procedures mutually adopted by	
19 professional associations and school governing boards.	
20 Materials in all subject areas should—	
21 a. Include strategies that encourage student interaction	
22 b. Be developmentally appropriate	
23 c. Include appropriate accommodations and modifications	
24 for students with special needs	
25 d. Be free from stereotypes	
26 e. Address divergent points of view	
27 f. Contain sufficient activities to teach the concepts	
28 g. Provide for the evaluation of higher level thinking	
29 h. Be historically and factually accurate	
30 i. Be inclusive of all ethnic groups.	
31 Instructional materials and equipment must be provided in	
32 sufficient variety and quantity to serve all students. (1969, 2010)	
33	
34 E-5. Development of Curriculum	
35 The National Education Association believes that to provide	
36 the highest quality of education to all students, educators must	
37 be the primary voice in the planning, development, implemen-	
38 tation, monitoring, and refinement of curricula.	
39 The Association also believes that careful consideration	
40 must be given to the curriculum in regard to—	
41 a. Inclusion of lifelong learning skills	
42 b. Student academic standards	
43 c. Alignment of curriculum with standards	
44 d. Unwarranted duplication of content	
45 e. Prevention of content gaps and biases	
46 f. Content overload	
47 g. Developmentally appropriate content	
48 h. Appropriate accommodations and modifications for	
49 students with special needs	
50 i. Integration of disciplines	
51 j. Cultural competency.	
52 The Association further believes that educators must have	
53 an active role in the establishment of procedures for the plan-	
54 ning, development, implementation, monitoring, and refinement	
55 of curricula. To that end, professional time and training must be	
56 provided. (2003, 2015)	
57	
58 E-6. Development of Materials	
59 The National Education Association believes that public	
60 school teachers and postsecondary faculty should be involved	
61 in the development and field testing of all educational materials	
62 offered for adoption or purchase by public school districts and	
63 educational institutions. Materials in all subject areas should	
64 include strategies that encourage student interaction, be devel-	
65 opmentally appropriate, include appropriate accommodations	
	and modifications for students with special needs, be free of
	stereotypes, address divergent points of view, contain sufficient
	activities to teach the concepts, and provide for the evaluation
	of higher level thinking skills.
	The Association also believes that requiring the use of elec-
	tronic curriculum mapping and lesson planning software via
	district networks and the Internet should not impose additional
	time burdens on teachers, and must be accompanied by ade-
	quate training and compensation. Adoption of such practices
	should be a collaborative effort among teachers, administrators,
	and local boards of education.
	Where school districts and educational institutions involve
	teachers and faculty in the development of any educational
	materials, participation should be voluntary and compensated.
	(1984, 2006)
	E-7. Cultural Diversity in Instructional Materials
	and Activities
	The National Education Association believes that educa-
	tional materials and activities should accurately portray cultural
	diversity and contributions of ethnic-minority groups. Ethnic-
	minority teachers must be involved in selecting educational
	materials and in preparing teachers in their use.
	The Association recognizes that additional instructional
	materials chosen for classrooms and libraries may rightfully
	contain a number of points of view to allow students to become
	familiar with the attitudes and recommendations from various
	segments of the literary world.
	The Association acknowledges that many contemporary
	texts related to ethnic-minority groups do not portray real-
	istically their lifestyles but convey a negative self-concept to
	ethnic-minority students. The Association also believes that
	educators and governing boards should adopt and use textbooks
	and other educational materials in all subject areas that accu-
	ately portray the contributions of ethnic and other minorities.
	(1969, 1995)
	E-8. Women in Instructional Materials
	The National Education Association believes that educa-
	tional materials should accurately portray the influence, con-
	tributions, and historical lifestyles of women in our nation and
	throughout the world. (1996, 1998)
	E-9. Religious Heritage in Instructional Materials
	The National Education Association believes that educa-
	tional materials should accurately portray the influence of
	religion in our nation and throughout the world. (1988)
	E-10. Academic and Professional Freedom
	The National Education Association believes that academic
	freedom is essential to the teaching profession. Academic free-
	dom includes the rights of teachers and learners to explore and
	discuss divergent points of view. Controversial issues should be
	a part of the instructional program when, in the judgment of the
	professional staff, the issues are appropriate to the curriculum
	and to the maturity level of the student. A teacher shall not be
	fired, transferred, reassigned, removed from his or her position,
	or disciplined for refusing to suppress the free expression rights
	of students.
	The Association also believes that professional freedom
	is essential to the teaching profession. Professional freedom
	includes the teachers' right to evaluate, criticize, and/or advo-
	cate their personal point of view concerning the policies and
	programs of the schools. Furthermore, teachers must be free
	to depart from mandated scripted learning programs, pacing

1	charts, and classroom assessments without prejudice or punish-	
2	ment. Teachers also have the right to assist colleagues when	
3	their academic or professional freedoms are violated.	
4	The Association further believes that legislation and regula-	
5	tions that mandate or permit the teaching of religious doctrines	
6	and/or groups that promote anti-public education agendas	
7	violate both student and teacher rights. The Association urges	
8	its affiliates to seek repeal of these mandates where they exist.	
9	(2002, 2009)	
10		
11	E-11. Professional Discretion in the Classroom	
12	The National Education Association believes that daily con-	
13	tact with students as well as professional accountability place	
14	classroom teachers in the best position to address the educa-	
15	tional needs of students.	
16	The Association also believes that teachers are best suited	
17	to develop and deliver appropriate instructional programs and	
18	classroom assessments that are consistent with state curriculum	
19	standards. The Association further believes that direct observa-	
20	tion of students and analysis of data by the classroom teacher	
21	must guide instructional decisions without fear of reprisal.	
22	The Association believes that, while programs focusing on	
23	scripted learning and pacing charts can serve as frames of ref-	
24	erence, it is still incumbent on the classroom teacher to evaluate	
25	the efficacy of all instructional programs and classroom assess-	
26	ments and to modify them when necessary in order to address	
27	the needs and facilitate the success of each student. Educational	
28	materials and resources should not replace or serve as a substi-	
29	tute for the teacher in the delivery of instruction. (2006, 2016)	
30		
31	E-12. Intellectual Property and Access to	
32	Copyrighted Materials	
33	The National Education Association believes that education	
34	employees should own the copyright to materials they create in	
35	the course of their employment. Ownership rights of education	
36	employees who create copyrightable materials should not pre-	
37	vent education employees from making appropriate use of such	
38	materials in providing educational services to their students.	
39	Employees should have the right to display, reproduce, and	
40	distribute copyrighted materials for educational purposes.	
41	The Association also believes that students should own the	
42	copyright to materials they create in the course of their studies	
43	and, in the case of graduate students, to materials they create	
44	while working as teaching or research assistants. (1969, 2016)	
45		
46	E-13. Education Support Professionals in the	
47	Learning Environment	
48	The National Education Association believes that all educa-	
49	tion employees are essential to the learning environment. The	
50	Association recognizes that education support professionals are	
51	positive role models who enhance the education process.	
52	The Association also believes that the retention of education	
53	support professionals must be encouraged and is vital to keep-	
54	ing strong and effective public schools. (1990, 2014)	
55		
56	E-14. Impact of Federal and State Legislative	
57	Mandates	
58	The National Education Association believes that federal	
59	and state mandates regarding school programs should be broad	
60	guidelines and be fully funded without basing funding on	
61	student achievement and/or educator evaluation. The mandates	
62	and their evaluations should be established and assessed in	
63	collaboration with the Association and its state and local affli-	
64	ates, and focus on the effect they have on students, education	
65	employees, school programs, and finances. (1979, 2016)	
	F. PROTECT THE RIGHTS OF EDUCATION	66
	EMPLOYEES AND ADVANCE THEIR INTERESTS	67
	AND WELFARE, AND PROMOTE, SUPPORT	68
	AND DEFEND PUBLIC EMPLOYEES' RIGHT TO	69
	COLLECTIVE BARGAINING	70
		71
	PAY EQUITY/COMPARABLE WORTH	72
		73
	F-1. Nondiscriminatory Personnel Policies/ Affirmative Action[†]	74
	The National Education Association believes that, except	76
	as otherwise provided below, personnel policies and practices	77
	must guarantee that no person be employed, retained, paid, dis-	78
	missed, suspended, demoted, transferred, retired, or harassed	79
	because of race, color, national origin, cultural diversity, accent,	80
	religious beliefs, residence, physical disability, political activi-	81
	ties, professional association activity, age, size, marital status,	82
	family relationship, gender, sexual orientation, gender identity,	83
	or perceived gender identity.	84
	Affirmative action plans and procedures that encour-	85
	age active recruitment and employment of ethnic minorities,	86
	women, persons with disabilities, and persons in underrepre-	87
	sented education categories should be developed and imple-	88
	mented in accordance with Association policy. Affirmative	89
	action plans and procedures that encourage active recruitment	90
	and employment of men in underrepresented education cat-	91
	egories should also be developed and implemented. It may be	92
	necessary therefore to give preference to men in recruitment,	93
	hiring, retention, and promotion policies to overcome past	94
	discrimination. (1969, 2016)	95
		96
	F-2. Pay Equity/Comparable Worth	97
	The National Education Association believes that all work-	98
	ers should be paid on the basis of the requirements, skills, and	99
	worth of their jobs using nondiscriminatory practices.	100
	The Association supports all efforts to attain accurate and	101
	unbiased forms of job evaluation and to raise the pay of those	102
	jobs that are presently undervalued. The "market value" means	103
	of establishing pay cannot be the final determinant of pay	104
	scales since it too frequently reflects the race and sex bias in	105
	our society.	106
	The Association encourages efforts by education employees	107
	and others of the work force to gain salary levels appropriate to	108
	the skill, value, responsibility, and requirements of their jobs.	109
	(1982, 2015)	110
		111
	F-3. Tax Deductions for Professional Expenses	112
	The National Education Association believes expenses	113
	incurred for professional development must be considered as	114
	necessary and ordinary and must be uniformly deductible,	115
	as an adjustment, from gross income in the computation of	116
	federal, state, and local income taxes. Deductible expenses	117
	should include, but not be limited to, expenses incurred relat-	118
	ing to sabbatical leaves; educational travel for maintenance and	119
	improvement of skills; an in-home office; education-related	120
	auto use; and, purchasing of teaching supplements and profes-	121
	sional supplies, materials, and equipment. (1969, 2015)	122
		123
		124
		125
		126
		127
		128
	[†] See <i>NEA Handbook</i> for the Policy Statement on Affirmative Action	129
	adopted by the 1997 Representative Assembly, which sets forth the Associa-	129
	tion's full position dealing with this subject.	130

1	COLLECTIVE BARGAINING PROCESS		66
2			
3	F-4. Collective Bargaining Rights		67
4	The National Education Association believes that the attain-	ment and exercise of collective bargaining rights are essential	68
5	to the promotion of education employee and student needs in	society. The Association demands that these rights be advo-	69
6	cated where they are now abridged or denied and strengthened	where they are now secured. (1980, 1993)	70
7			71
8			72
9			73
10			74
11	F-5. Collective Bargaining and Grievance		75
12	Procedures		76
13	The National Education Association believes in the neces-	sity of a public employees' federal collective bargaining law	77
14	that will not weaken any state or local bargaining laws. The	Association demands that federal, state, and local governing	78
15	bodies bargain collectively with all public employees. The	Association supports legislation that would prohibit the nego-	79
16	tiating away of any public employee statutory benefit, right, or	protection.	80
17	The Association also believes that local affiliates and	governing boards must negotiate, in good faith, written master	81
18	contracts. These contracts must include terms and conditions of	employment and other matters of concern and include a provi-	82
19	sion for agency fee.		83
20	The Association further believes that local affiliates should	determine the bargaining approach most appropriate for them.	84
21	The Association also supports a local's decision to use an	interest-based process as an option from a wide range of models	85
22	for collective bargaining and/or dispute resolution.		86
23	Grievance procedures shall be provided in the master con-	tract with definite steps to appeal the application or interpreta-	87
24	tion of the contract. Binding arbitration shall be a part of the	grievance procedure.	88
25	The Association believes that binding arbitration and the	right to strike must be an integral part of any collective bar-	89
26	gaining process.		90
27	Coordinated bargaining by Association affiliates on a	regional or statewide basis is an important component of collec-	91
28	tive bargaining.		92
29	The Association also believes that state affiliates should	seek statutory penalties for governing boards that do not bar-	93
30	gain in good faith. Further, state affiliates should seek statutory	penalties for governing bodies that seek to rescind negotiated	94
31	agreements by declarations of bankruptcy or by any other	means. (1969, 1998)	95
32			96
33	F-6. Strikes		97
34	The National Education Association denounces the practice	of keeping schools open during a strike.	98
35	The Association believes that when a picket line is estab-	lished by the authorized bargaining unit, crossing it, whether	99
36	physically or electronically, is strikebreaking and jeopar-	dizes the welfare of education employees and the educational	100
37	process.		101
38	The Association also believes that the chances of reaching	voluntary agreement in good faith are reduced when one party	102
39	to the negotiation process possesses the power to use the courts	unilaterally against the other party.	103
40	The Association recommends that several procedures be	used in resolution of impasse—such as mediation, fact finding,	104
41	binding arbitration, political action, and strike—if conditions	make it impossible to provide quality education. In the event of	105
42	a strike by education employees, extracurricular and cocurricu-	lar activities must cease.	106
43			107
44			108
45			109
46			110
47			111
48			112
49			113
50			114
51			115
52			116
53			117
54			118
55			119
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60			124
61			125
62			126
63			127
64			128
65			129
			130

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

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

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

The Association also urges its affiliates to establish practices and procedures to supply financial and emotional support as well as external and internal publicity for any local engaged in a strike. (1969, 2008)

BARGAINING ISSUES

F-7. Basic Contract Standards

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

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually
- d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action[†]
- e. Employer-paid benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
- f. Membership in the association or the payment of a fair-share fee as a condition of employment

[†] 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	g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions	66
2		67
3		68
4	h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit	69
5		70
6	i. Specified class size, teaching assignment, and job description	71
7		72
8	j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit	73
9		74
10	k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members	75
11		76
12	l. Contractually defined procedures for evaluation and promotion	77
13		78
14	m. Release time for Association business with full pay and benefits	79
15		80
16	n. Parental/child rearing leave for employees to provide care for natural or adopted children	81
17		82
18	o. Contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems	83
19		84
20	p. Time during the regular work day and work year for education employees to plan, engage in professional development, work on curriculum and assessment, evaluate and document student progress, mentor and be mentored, and provide professional leadership	85
21		86
22	q. Salary schedules that are equitable, regardless of the age level of the students being taught, and are based upon preparation, professional growth, and length of service, and that exclude any form of merit pay except in institutions of higher education where it has been bargained	87
23		88
24		89
25		90
26	r. Placement and advancement on the salary schedule based on qualifications and number of years of experience in the profession	91
27		92
28		93
29		94
30		95
31	s. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay	96
32		97
33		98
34		99
35	t. Protection from being required to participate in community service	100
36		101
37		102
38		103
39	u. Retirement benefits based on all income derived from school employment	104
40		105
41	v. Clearly defined bargaining unit membership	106
42	w. A guaranteed safe and healthy working environment, including a secured/lockable storage space for personal belongings	107
43		108
44		109
45	x. The school calendar	110
46	y. Protection from unilateral changes in terms or conditions of employment	111
47		112
48	z. Provisions to define class loads, student contact hours, and contract hours for instructors who are involved in distance education, and to guarantee that technology and distance education are used to supplement, not supplant, employees	113
49		114
50		115
51		116
52		117
53	aa. Insurance against loss of personal items located on school property in the event of a natural disaster. (1989, 2015)	118
54		119
55		120
56		121
57		122
58		123
59		124
60		125
61		126
62		127
63		128
64		129
65		130

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—
- Provide for entry-level salaries and career earnings comparable to those of other professions and occupations with similar preparation and responsibilities and be structured to provide compensation levels that encourage all educators to remain in the educational setting
 - Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full length of service
 - Assure that initial placement and advancement on the salary schedule are nondiscriminatory
 - 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
 - Provide and maintain structural integrity through the use of an index or percentage guide for experience increments and levels of academic preparation
 - 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
 - Assure that salaries paid in early childhood, nontraditional, adult, and alternative programs are on par with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups are not paid less than equivalent educational professionals providing similar service to higher socioeconomic groups
 - 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
 - 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.

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, 2016)

F-9. Additional/Enhanced Compensation Models

The National Education Association believes that the single salary schedule is the most transparent and equitable system for compensating education employees. The development of any additional/enhanced compensation system must include authentic representation and agreement from all stakeholders, especially those who will be directly affected by the plan. The

1	design of such a system must be accomplished through the		
2	collective bargaining process; or in nonbargaining jurisdictions		
3	should be incorporated into legislation, employer policy, and/or		
4	other sources that establish the terms and conditions of employ-		
5	ment for education employees using input from all affected		
6	stakeholders. In nonbargaining units, the plan should be agreed		
7	to by a 75 percent vote of the membership.		
8	The Association also believes that the goals of any addi-		
9	tional compensation model should be to—		
10	a. Increase student learning opportunities		
11	b. Increase salaries and fairly compensate all education		
12	employees		
13	c. Contribute to improved professional practice, collabora-		
14	tion, and mentoring		
15	d. Promote quality staff development and training		
16	e. Attract and retain high-quality education employees		
17	f. Increase support for public education		
18	The Association further believes that any additional com-		
19	ensation model should—		
20	a. Be fully funded without reprioritizing existing resources		
21	b. Be funded in a sustainable manner		
22	c. Be based on best practice research		
23	d. Clearly define how one qualifies for the additional		
24	compensation		
25	e. Be accessible, on a voluntary basis, to all education		
26	employees		
27	f. Be maintained with the right to due process		
28	g. Relate to the school's educational objectives		
29	h. Provide leadership opportunities for members of all		
30	employee groups		
31	i. Be open to compensation for the acquisition of additional		
32	knowledge and skills		
33	j. Be determined at the local level with involvement of		
34	those who will be directly affected.		
35	The Association believes that additional/enhanced com-		
36	ensation models should not diminish the professional status		
37	of those education employees who do not receive the addi-		
38	tional compensation or in any way suggest that such education		
39	employees are not qualified for the positions that they hold.		
40	The Association also believes that compensation condi-		
41	tioned on student attendance and/or outcomes (such as test		
42	scores) would be inappropriate. Test scores may provide valu-		
43	able information to teachers and schools that can be used to		
44	inform curriculum and instructional decisions.		
45	The Association supports regular employee evaluations		
46	to provide information for professional growth, although the		
47	highly subjective nature of evaluations makes them inappropri-		
48	ate for additional/enhanced compensation decisions. (2001,		
49	2011)		
50			
51	F-10. Benefits		
52	The National Education Association believes that benefit		
53	structures should be subject to collective bargaining or, in non-		
54	bargaining jurisdictions, incorporated into legislation, employer		
55	policy, and/or other sources that establish the terms and condi-		
56	tions of employment. The Association also believes that all		
57	education employees should be eligible for benefits that include		
58	but are not limited to—		
59	a. Comprehensive insurance programs		
60	1. Health		
61	2. Dental		
62	3. Vision		
63	4. Hearing		
64	5. Life		
65	6. Legal		
		7. Workers' compensation	66
		8. Long-term physical and mental disability	67
		9. Prescription drug	68
		b. Paid leaves	69
		1. Sick leave with unlimited accumulation	70
		2. Personal leave with unlimited accumulation	71
		3. Bereavement leave	72
		4. Parental leave, including adoption	73
		5. Dependent care leave	74
		6. Sabbatical leave	75
		7. Professional leave	76
		8. Association leave	77
		9. Religious leave	78
		c. Additional remuneration	79
		1. Severance pay	80
		2. Tuition reimbursement	81
		3. Retirement compensation	82
		4. Unemployment compensation	83
		5. Benefit extension for laid-off employees	84
		d. Personal assistance	85
		1. Personal assault protection, and in the event of assault,	86
		counseling services and leave that is not subject to	87
		sick or personal leave	88
		2. Employee assistance program	89
		3. Reimbursement for damages to or loss of personal	90
		property at work site	91
		4. Child care and pre-school education	92
		5. An opportunity to participate in a cafeteria-type plan	93
		or plan authorized by Section 125 of the U.S. Federal	94
		Tax Code.	95
		The Association further believes that education employees	96
		and their spouses, domestic partners, and/or dependents should	97
		have equal access to all benefits applicable to them.	98
		The Association believes that comprehensive insurance pro-	99
		grams should be provided for education employees on official	100
		leave of absence or parental leave.	101
		The Association also believes that provisions should be	102
		made for retirees, their spouses, domestic partners, and/or	103
		dependents at their option to continue in the comprehensive	104
		health, dental, prescription drug, hearing, and vision programs.	105
		The Association further believes that, if school districts	106
		consolidate, regionalize, share services, or separate, education	107
		employees should not lose their tenure or have their salary,	108
		benefits, or seniority reduced. (1969, 2010)	109
			110
		F-11. Education Professionals Outside the	111
		Traditional PreK–12 Schools	112
		The National Education Association recognizes the contri-	113
		butions of educators who work with students in school settings	114
		other than the traditional preK–12 schools. The Association	115
		believes that these education professionals have the right to	116
		collective bargaining processes that are comparable to their	117
		preK–12 counterparts. The Association also believes that these	118
		employees are entitled to equitable contract language that offers	119
		the same rights and protections as education employees within	120
		traditional preK–12 school settings. (2007, 2014)	121
			122
		F-12. Faculty Reward Structures in Higher	123
		Education	124
		The National Education Association believes that the reward	125
		structure for an institution of higher education should reflect	126
		the mission of the institution. An institution whose mission is	127
		teaching undergraduate students should reward good teach-	128
		ing. An institution whose mission is community outreach	129
		should reward service. An institution whose mission is basic	130

1 or applied research should reward good research. The proper
 2 balance between teaching, service, and research is contingent
 3 upon faculty and administration agreement on the institutional
 4 mission of the particular campus and should be codified within
 5 the collective bargaining process, where available, or through
 6 faculty governance. (1995, 2015)

7
 8 **F-13. Contingent Faculty and Professional Staff**
 9 **Protection**

10 The National Education Association actively supports creat-
 11 ing new full-time faculty positions within colleges, universi-
 12 ties, and community colleges, and, in doing so, giving priority
 13 to contingent faculty seeking full-time positions. Contingent
 14 faculty and professional staff are valuable and, in many
 15 cases, necessary to the programs of colleges and universities.
 16 Therefore, they should be treated no differently than full-time,
 17 tenure-track, or permanent faculty or professional staff for
 18 purposes of employment conditions, including eligibility to
 19 bargain collectively. However, the excessive use of academic
 20 appointments on contingent, temporary, non-tenure track, and/
 21 or multiple-year contracts may undermine academic and intel-
 22 lectual freedom, opportunity for tenure, and participation in the
 23 governance structure. Institutions fail to fulfill their respon-
 24 sibility to provide adequate working conditions and educa-
 25 tional support when contingent faculty have no office space or
 26 allowance for office hours and are forced to teach at multiple
 27 campuses, thereby undermining educational quality.

28 Equitable treatment of contingent faculty and professional
 29 staff must include—

- 30 • Salary and benefits proportionate (pro rata pay and
 31 benefits) to their work, including course preparation time,
 32 office hours, committee assignments and involvement in
 33 shared governance
- 34 • Equal treatment with tenure system faculty regarding
 35 issues of resource allocation, including office space,
 36 access to phone and computer equipment, library facili-
 37 ties, secretarial support, fee waivers, and required profes-
 38 sional development
- 39 • Conversion from contingent positions to full-time tenure
 40 positions in programs that need or will benefit from
 41 more full-time positions due to growth, reassignment, or
 42 retirement. Contingent faculty who have demonstrated
 43 competence in the institution through positive evalua-
 44 tions should be offered the opportunity to convert into
 45 full-time tenure-track faculty. Additionally, those seeking
 46 tenure-track positions should have the opportunity to
 47 present their qualifications in a fair and unbiased way for
 48 new positions. Institutions in collaboration with exclusive
 49 representation or appropriate governance procedures
 50 must develop and implement an appropriate evaluation
 51 system for contingent faculty to assure consideration for
 52 such positions.

53 The Association believes that equitable policies and prac-
 54 tices must be in place so that contingent faculty are treated as
 55 institutionally supported professionals and can better serve
 56 students as an integral and valued part of these institutions of
 57 higher education. (2008, 2009)

58
 59 **F-14. Graduate Assistant Protection**

60 The National Education Association believes that gradu-
 61 ate assistants employed within higher education institutions
 62 are valued employees deserving equitable treatment. Gradu-
 63 ate assistants should be entitled to similar rights and access to
 64 resources that faculty receive, including but not limited to—

- a. Wages and benefits proportionate to their assigned work
 including course preparation time, research conducted,
 office hours, committee appointments, and involvement
 in governance 66
 67
 68
 69
- b. Equitable access to resources such as office space, phone
 usage and computers with Internet access for work
 purposes, storage space, ability to receive mail, office
 supplies, educational materials required for classroom
 instruction and/or research, and printing facilities for
 work related duties 70
 71
 72
 73
 74
 75
- c. A fair and transparent evaluation and discipline process
 as well as a grievance procedure available to faculty and
 other staff of the employing institution 76
 77
 78
- d. Access to professional development opportunities. 79
 The Association further believes that overreliance on
 graduate assistants in response to government under-funding
 and other fiscal crises is detrimental to the institution, the
 employees, and the students. Therefore, equitable policies and
 practices must be in place so graduate assistants can function as
 professionals in institutions of higher education and continue to
 successfully proceed toward completion of their graduate and
 postgraduate degrees. (2010) 80
 81
 82
 83
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89
 90 **F-15. Economic Welfare**

The National Education Association supports programs
 promoting social and economic justice and continues to sup-
 port programs that decrease unemployment for the American
 people. (1979, 2015) 91
 92
 93
 94

95
 96 **F-16. Constitutional and Civil Rights—Employment**
 97 **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 employ-
 ment 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. 100
 101
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 107

The Association further believes that education employ-
 ees should be free to participate in legal and constitutionally
 protected activities in private life without fear of workplace
 reprisal, discipline, or termination. (1991, 2016) 108
 109
 110
 111
 112

113
 114 **F-17. Continuing Employment and Fair Dismissal**
 115 **Practices**

The National Education Association believes that security of
 position must be provided for all education employees through
 appropriate employment policies, including fair dismissal
 procedures. The laws and master contracts governing said
 procedures must afford all education employees, including pro-
 bationary and substitute employees, procedural and substantive
 due process. 116
 117
 118
 119
 120
 121

The Association also believes that state laws must provide
 for the continuing employment and/or tenure of state and/or
 local education employees and that federal laws must provide
 similar protection for education employees in federal schools. 122
 123
 124
 125

The Association further believes that any nonrenewal, revo-
 cation, or significant change to the licensure of an education
 employee should only follow procedural and substantive due
 process and not be impacted by nonrenewal or termination of
 specific employment. (1969, 2010) 126
 127
 128
 129
 130

1	F-18. Reduction in Force		66
2	The National Education Association believes that one of	receiving reimbursement for their personal and property loss.	66
3	its basic responsibilities is job security and urges its affiliates	Time lost due to injuries from attacks should not be deducted	67
4	to support legislation and/or to negotiate in master contracts	from accumulated sick leave or personal leave.	68
5	criteria to be utilized should reduction in force (RIF) occur.	The Association also believes that education employees	69
6	Criteria should include seniority, objectivity, nondiscrimina-	must have the right to review and provide documentation to, as	70
7	tion, uniformity of application, and affirmative action. [†] Should	well as the right to participate—with association representa-	71
8	RIF become necessary, the number of administrators, supervi-	—in the student discipline hearing.	72
9	sors, and managers should be reduced at least in proportion	The Association further believes that education employees	73
10	to the number of other education employees being reduced.	have the right to refuse continued placement of the student in	74
11	Contracts should establish recall procedures in which staff	their school related settings when the safety of other students or	75
12	would be recalled in the reverse order in which they were laid	education employees is in question. (1970, 2009)	76
13	off. Neighboring districts are encouraged to establish jointly		77
14	such procedures that on a regional basis would provide priority	F-21. Personnel Policies and Procedures	78
15	hiring of laid-off education employees.	The National Education Association believes that personnel	79
16	The Association also believes that local affiliates should—	policies and procedures should be written and developed coop-	80
17	a. Negotiate reduction in force policies that exclude perform-	eratively by local affiliates and their local boards of education or	81
18	ance evaluation from consideration in the RIF process	appropriate governing bodies. The Association also believes in	82
19	b. Work cooperatively with governing boards and com-	a cooperative review for improvement of the personnel policies	83
20	munity leaders to assist in rehiring, relocating, and/or	and procedures. Where it exists, improvements will be made	84
21	providing alternative career training for laid-off educa-	through the negotiation/problem-solving process. (1969, 2014)	85
22	tion employees		86
23	c. Condemn the improper use of RIF to eliminate complete	F-22. Site-Based Decision Making	87
24	areas from comprehensive educational and pupil person-	The National Education Association supports site-based	88
25	nel programs.	decision-making processes that are based on contractual/formal	89
26	It must be recognized that the reduction of staff and/or non-	agreements between districts and local affiliates. The Associa-	90
27	replacement of retiring and resigning educators are both forms	tion believes that the scope of local site-based decision making	91
28	of reduction in force. (1975, 2014)	should be limited only by the contractual/formal agreement.	92
29		The Association also believes that such agreements must	93
30	F-19. Mandated Training/Retraining	include the following elements:	94
31	The National Education Association believes that when	a. Voluntary participation by local sites	95
32	a federal, state, or district mandate requires an education	b. A district-association structure for processing conflict	96
33	employee to meet new standards of employability and/or to be	resolution	97
34	retrained, it is the responsibility of the mandating agency to	c. An agreement on the scope of decision-making authority	98
35	provide release time for training, to compensate the employee	available to sites	99
36	at the employee's hourly rate of pay, and to provide for the cost	d. Decision-making bodies composed of a majority of	100
37	of tuition, textbooks, and travel. (1988, 2005)	nonmanagement education employees with all members	101
38		selected by the constituency represented	102
39	F-20. Protection of Education Employees	e. Compensated planning and training time for staff and	103
40	The National Education Association believes that educa-	governance bodies as well as additional resources neces-	104
41	tion employees must be safe in schools and that federal and	sary for successful implementation	105
42	state legislation protecting all education employees should be	f. Compensation and/or release time for participating staff	106
43	enacted. The Association also believes that affiliates, school	members. (1990, 1999)	107
44	districts and governing boards, law enforcement agencies,		108
45	and courts should work cooperatively to ensure the strict	F-23. Faculty-Staff Governance in Higher Education	109
46	enforcement of all laws within public schools and educational	The National Education Association believes that faculty	110
47	institutions.	and staff in higher education should participate in the gover-	111
48	The Association further believes that all education employ-	nance of their educational institutions. Higher education faculty	112
49	ees working with a student having a record of violent behavior	should have primary responsibility for determining curri-	113
50	or severe behavior problems should be immediately informed	cula, methods of instruction, and subject matter; establishing	114
51	of the nature, extent, and duration of the student's record of vio-	requirements for earning degrees and certificates; reviewing	115
52	lent acts/disruptive behaviors. Before student placement, these	institutional budgets; and making recommendations on finan-	116
53	employees should also be provided with teaching strategies that	cial issues that impact academic programs.	117
54	may impact the student's learning style and a plan for behavior	Where appropriate, faculty and staff should participate in	118
55	management and modification.	the selection and evaluation process and determine the status of	119
56	The Association believes that when education employees	colleagues and administrators, especially appointments, reap-	120
57	are the victims of physical attack, verbal abuse, theft, vandal-	pointments, and tenure.	121
58	ism, or harassment due to gender, sexual orientation and gender	The Association also believes it is the primary responsibility	122
59	identity, or other causes, they should receive the full support of	of faculty and staff, where appropriate, to establish procedures	123
60	their employer in pursuing legal and other remedies, as well as	relative to promotions, sabbaticals, and research support.	124
61		The Association further believes that collective bargain-	125
62		ing provides an additional method of institutional governance.	126
63		Faculty and staff should determine policies and procedures to	127
64	[†] See <i>NEA Handbook</i> for the Policy Statement on Affirmative Action	govern salary structure, pay increases, benefit programs, calen-	128
65	adopted by the 1997 Representative Assembly, which sets forth the Associa-	dar, and working conditions. (1994, 2006)	129
	tion's full position dealing with this subject.		130

1	F-24. Job Sharing	
2	The National Education Association supports the concept	
3	of voluntary job sharing as a means of providing a flexible	
4	employment opportunity to help meet the varying needs of	
5	education employees. The Association believes that there must	
6	be fair and equitable distribution of work between both job	
7	sharers in terms of the total number of hours of work and the	
8	work load.	
9	The Association asserts that job sharing conditions of	
10	work must be subject to collective bargaining and that they	
11	require the following minimum conditions for successful	
12	implementation:	
13	a. Prorated application of the salary schedule with full	
14	recognition of years of experience	
15	b. An equitable share of all benefits	
16	c. An agency shop provision	
17	d. The right to revert to full-time status	
18	e. No loss of rights gained through tenure/seniority	
19	f. Equitable credit toward seniority/retirement. (1981, 2006)	
20		
21	F-25. Intern Programs	
22	The National Education Association believes that intern	
23	programs should be utilized solely for the development of pro-	
24	fessional expertise and not as a means of reducing budgets and/	
25	or supplanting or reducing the number of education employee	
26	positions. The Association also believes that interns who are	
27	employed by school districts should be included in local bar-	
28	gaining units. (1977, 1999)	
29		
30	F-26. Student Workers in Educational Institutions	
31	The National Education Association recognizes the impor-	
32	tance of providing employment opportunities for students in	
33	educational institutions. The Association supports the hiring of	
34	permanent education employees as opposed to reducing their	
35	number through employment of students. (1992, 2014)	
36		
37	F-27. Education Support Professionals in the	
38	Classroom	
39	The National Education Association believes that classroom	
40	teachers should be provided with support staff to assist in	
41	the educational process. The education support professionals	
42	should assist the classroom teacher, not displace the teacher,	
43	and should have a written job description that defines their	
44	duties and includes meaningful professional development.	
45	The Association believes that the employment of education	
46	support professionals should not be a rationale for increasing	
47	class size. (1969, 2015)	
48		
49	F-28. Summer School Alternative Calendars,	
50	Extended School Day/Year, and Year-Round	
51	Schools	
52	The National Education Association believes that local	
53	affiliates must participate fully in the design, authorization,	
54	implementation, evaluation, and continuation of summer	
55	school, alternative calendars, extended school day/year, and	
56	year-round school programs. Policies governing these programs	
57	must take into consideration the impact on the community and	
58	be in accordance with the Association's principles for profes-	
59	sional salaries and class size. These programs must be staffed	
60	by properly certificated/licensed employees. Employment in	
61	these programs must be on a voluntary basis. (1975, 2008)	
62		
63		
64		
65		
	PROTECTION OF EDUCATION EMPLOYEES	66
		67
	F-29. Education Employees Injured on the Job	68
	The National Education Association believes that the legal	69
	rights of education employees injured on the job must be	70
	protected.	71
	The Association encourages its affiliates to protect the rights	72
	of injured members and provide access to information regard-	73
	ing employment-related injuries. (2000, 2016)	74
		75
	F-30. Unemployment/Disability Compensation	76
	The National Education Association supports the inclusion	77
	of education employees in unemployment and disability com-	78
	penetration legislation at the state and federal levels. (1972, 1986)	79
		80
	F-31. Subcontracting/Contracting Out	81
	The National Education Association believes that public	82
	school employees should perform public school services. When	83
	public schools are unable to provide services, subcontracting/	84
	contracting out arrangements should not—	85
	a. Transfer or displace education employees	86
	b. Replace full-time positions with temporary, part-time, or	87
	volunteer workers	88
	c. Replace services that are, or could feasibly be, provided	89
	by public education employees	90
	d. Abrogate previously contracted benefits, reduce compen-	91
	sation, deny benefits, and/or reduce or eliminate accumu-	92
	lated retirement experience and benefits	93
	e. Be implemented without agreement from the affected	94
	affiliate.	95
	Where subcontracting exists, the Association believes that	96
	all personnel who are employed through the subcontractor to	97
	work in the school district or educational institution must meet	98
	the highest standards of accountability. The subcontractor must	99
	conduct background checks prior to allowing employees to	100
	work in the school district or educational institution and submit	101
	validation of its findings to the school district or educational	102
	institution and must provide continuing evaluation and supervi-	103
	sion of these employees. The Association insists that such	104
	criminal background checks must provide that—	105
	a. Information collected will not be released to boards of	106
	education in a form other than a statement of qualifica-	107
	tion but be kept by the investigating state or national	108
	agency	109
	b. Every employee or potential employee has a right to due	110
	process and access to records	111
	c. Clear, specific, observable, and objective evidence of	112
	rehabilitation for past offenses is included	113
	d. Any fee for background checks shall not be borne by the	114
	employee or potential employee. (1977, 2016)	115
		116
	F-32. Confidentiality of Employee Records	117
	The National Education Association believes that all	118
	employee records are privileged information and must remain	119
	confidential. In order to maintain confidentiality, the rights of	120
	education employees must include—	121
	a. A guarantee that only one personnel file exists	122
	b. Access to materials in personnel files, including a list of	123
	all electronic and hard copy records maintained by an	124
	educational institution	125
	c. The authority to inspect, review, and obtain copies of	126
	such records, explanations and interpretations of such	127
	records, and a record of past access	128
	d. Written notification within 10 working days of any place-	129
	ment of materials in the employee's personnel file	130

1	e. An opportunity to respond to and challenge any materials and purge those that are inaccurate, misleading, and distorted	66
2		67
3		68
4	f. A provision to consent to or deny release of such records, including the right to receive copies of released materials.	69
5		70
6	The Association also believes that any ancillary records	71
7	(as required by the Health Insurance Portability and Accountability Act or HIPAA), such as medical and legal records, with	72
8	which the educational institution may come in contact, are	73
9	to be treated as privileged information and must also remain	74
10	confidential.	75
11		76
12	The Association further believes that it is the duty of the	77
13	educational institution to inform employees of these rights and	78
14	to enforce these rights. (1975, 2015)	79
15		80
16	F-33. Right to Privacy for Education Employees	81
17	The National Education Association believes that education employees must be guaranteed the rights of privacy. These rights must include—	82
18		83
19		84
20	a. Freedom from audio or video surveillance without the prior written permission of the individual	85
21		86
22	b. Freedom from harassment by individuals, organizations, or businesses due to unauthorized release or sale of employee records	87
23		88
24		89
25	c. Protection from exploitation via phone and electronic media	90
26		91
27	d. Computer access in a private and secure setting	92
28		93
29	e. Security of computer files, passwords, and user codes from inappropriate or unauthorized access	94
30		95
31	f. Authority to refuse a polygraph, lie detector, or other invasive method of evidence collection.	96
32	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, 2016)	97
33		98
34		99
35		100
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37		102
38		103
39		104
40	F-34. Privileged Communications	105
41	The National Education Association believes that communications between all education employees and students must be legally privileged with the exception of items covered under HIPAA laws and/or state reporting laws. The Association also believes that communication between administrators and other education employees must be kept private without the consent of the affected employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and protects both education employees and students. (1974, 2015)	106
42		107
43		108
44		109
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46		111
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48		113
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50		115
51	F-35. Protection of Education Employee Advocates	116
52		117
53	The National Education Association believes that education employees have the right to organize and to serve as advocates for education employees, students, and parents/guardians. The Association also believes that every member has the right and obligation to participate in the Association without fear, intimidation, or retribution.	118
54		119
55		120
56		121
57		122
58		123
59	The Association further believes that governing boards, administrators, and public officials must respect education employees and their right to exercise constitutional guarantees and condemns those who attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership in education employee organizations or for questioning apparent violations of their terms of employment.	124
60		125
61		126
62		127
63		128
64		129
65		130

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

F-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, 2016)

F-37. Protection of Education Employees from Age Harassment

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

- a. Establish strong policies that grant those at or approaching retirement age freedom in their options to continue education employment or to retire
- b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat age harassment
- c. Develop and maintain and publicize a grievance procedure that encourages the reporting of incidents of age harassment, resolves complaints promptly, and protects the rights of all parties. (1989, 1997)

F-38. Protection of Education Employees from Disability Harassment

The National Education Association believes that education employees should be protected from visible/invisible disability harassment. The Association encourages its affiliates to work with school districts and institutions of higher education to—

- a. Establish strong policies that ensure compliance with all provisions of the Americans with Disabilities Act (ADA) and provide all necessary accommodation for full participation in all employment responsibilities
- b. Develop and maintain educational programs to help individuals recognize, understand, prevent, and combat disability harassment
- c. Develop and maintain and publicize a grievance procedure that encourages the reporting of incidents of disability harassment, resolves complaints promptly, and protects the rights of all parties
- d. Provide information regarding services available to protect individuals whose employers are not in compliance with ADA. (2005, 2009)

1	F-39. Employee Rights Pending Court Action	
2	The National Education Association believes that when	
3	criminal charges or civil lawsuits are filed against an education	
4	employee, the right of due process must be guaranteed. If an	
5	employee is removed from student contact or suspended from a	
6	position due to pending court action, all employment rights of	
7	the employee shall remain in force, including full compensation	
8	and job security. Contract provisions should provide procedures	
9	to be followed until final disposition of the case. (1984, 1999)	
10		
11	F-40. Allegations Against Education Employees	
12	The National Education Association believes education	
13	employees should be protected from allegations of child abuse	
14	made in bad faith.	
15	Any such allegation should be investigated and resolved	
16	immediately without name disclosure.	
17	Counseling from an outside community agency should be	
18	provided for any accused education employee without presump-	
19	tion of guilt. Employees found innocent should have access to	
20	additional counseling.	
21	The Association also believes in due process for all educa-	
22	tion employees. False or unfounded accusations should be	
23	expunged from all records. Job status and all rights and benefits	
24	to education employees acquitted of child abuse charges should	
25	be restored. Consequences should be limited to individuals	
26	found guilty.	
27	All members should be knowledgeable of current practices	
28	in dealing with such allegations. (1989, 2015)	
29		
30	F-41. Health Examinations	
31	The National Education Association opposes the imposition	
32	of physical and mental examinations by governing boards for	
33	the purpose of harassment of education employees.	
34	Physical and mental examinations of education employees	
35	should be required only when there is probable cause. Results	
36	of such examinations shall be subject to medical confidentiality,	
37	and the education employee shall be informed of all results.	
38	The Association believes that health-related informa-	
39	tion must not be released without the written consent of the	
40	employee. The employee must have the right to examine and, if	
41	needed, correct his/her medical records.	
42	The Association also believes that the cost of any required	
43	physical or mental diagnostic procedure should be incurred	
44	by the agency that requires such procedure and that education	
45	employees should be guaranteed the right to select their own	
46	physician. (1977, 1995)	
47		
48	F-42. Drug and Alcohol Testing	
49	The National Education Association believes in a drug- and	
50	alcohol-free workplace. However, the Association believes that	
51	mandatory and/or random drug and alcohol testing of employ-	
52	ees and job applicants is an unwarranted and unconstitutional	
53	invasion of privacy and opposes such testing. (1987, 1994)	
54		
55	F-43. HIV/AIDS Testing of Education Employees	
56	The National Education Association opposes mandatory/	
57	involuntary human immunodeficiency virus/acquired immuno-	
58	deficiency syndrome (HIV/AIDS) testing of education employ-	
59	ees or education employment applicants. The Association also	
60	affirms that the current ban on blood donations from individu-	
61	als solely based on a history of same-gender sexual activity	
62	should be lifted. (1987, 2016)	
63		
64		
65		
	F-44. Employees with HIV/AIDS	66
	The National Education Association believes that educa-	67
	tion employees shall not be fired, nonrenewed, suspended (with	68
	or without pay), transferred, or subjected to any other adverse	69
	employment action solely because they have tested positive	70
	for the human immunodeficiency virus/acquired immunodefi-	71
	ciency syndrome (HIV/AIDS) antibody or have been diagnosed	72
	as having HIV/AIDS. (1987, 1993)	73
		74
	F-45. Hepatitis Vaccinations	75
	The National Education Association believes that governing	76
	boards should provide free hepatitis vaccinations to all employ-	77
	ees choosing to be or required to be vaccinated. (1995, 2002)	78
		79
	F-46. Health Care Issues Awareness	80
	The National Education Association supports health care	81
	issues awareness programs designed to help those coping with	82
	catastrophic illnesses. The Association also supports efforts to	83
	educate students, education employees, and the general public	84
	about such programs and about the benefits of blood, organ,	85
	and tissue donation. (1995, 2002)	86
		87
	F-47. Color Vision Deficient Employees	88
	The National Education Association believes that the needs	89
	of all employees, including color vision deficient employees,	90
	must be met. All educational materials that use color coding	91
	for referencing information should be accompanied by an alter-	92
	nate method of identifying these items of information such as	93
	numbering or labeling the names of each color. (2004, 2005)	94
		95
	F-48. Stress Management and Wellness Programs	96
	The National Education Association believes that adverse	97
	and stressful classroom and school conditions have led to	98
	increased emotional and physical disabilities among education	99
	employees. The Association supports stress management and	100
	wellness programs that facilitate the recognition, prevention,	101
	and treatment of stress-related problems, risk of suicide, and	102
	promote physical fitness. Such programs should be evidence-	103
	based, and ensure confidentiality and treatment without per-	104
	sonal jeopardy.	105
	The Association urges that the harmful effects of stress on	106
	education employees be recognized and demands procedures	107
	that will ensure confidentiality and treatment without personal	108
	jeopardy.	109
	The Association also supports employee assistance pro-	110
	grams (EAPs) as a voluntary resource that would assist educa-	111
	tion employees who are experiencing significant professional	112
	or personal problems by providing confidential, professional	113
	counseling leading to improved health and job effectiveness.	114
	(1979, 2014)	115
		116
	F-49. Medication and Medical Services in Schools	117
	The National Education Association believes that proce-	118
	dures should be established for students who must use pre-	119
	scribed medication or who need other medical services during	120
	school hours. The Association also believes that education	121
	employees must be notified of students with life threatening	122
	illnesses/conditions. Education employees must be trained to	123
	recognize the signs and symptoms of imminent life-threatening	124
	conditions. The Association further believes established proce-	125
	dures should provide that—	126
	a. Only licensed medical personnel, properly trained by the	127
	district, are required to administer such medication or	128
	perform such medical services	129
		130

1	b. A physician’s written verification of the student’s need for medication or services is required	during their student teaching terms. Students who are implicitly or explicitly discouraged from outside employment during their clinical practice experiences should be provided financial assistance or tuition waivers by the appropriate teacher preparation institution.	66
2			67
3	c. Written permission of the parent/guardian is required		68
4	d. The initial dosage of medication is not given in the school except in life-threatening situations; initial dosage is the first dosage administered from the prescription		69
5			70
6	e. Each medication given is recorded on a medication log that includes date, time, and signature of the person giving the medication	The Association encourages its affiliates to work with school districts and other appropriate bodies to formulate standards for clinical practice programs. Supervising or cooperating teachers in a clinical practice program should have reduced teaching loads and be given a minimum established compensation.	71
7			72
8	f. Medication is delivered in and dispensed from a container properly labeled with the name and strength of medication, name of patient, name of physician, date of the original prescription, and directions for use	Acceptance of student teachers, interns, or residents by preK through 12 classroom practitioners should be voluntary.	73
9			74
10	g. Proper storage for the medication is available.	The recommendation of the supervising or cooperating classroom teachers in such a program shall weigh heavily in the final decision regarding readiness to enter the teaching profession. Teacher preparation programs should offer alternative placements for individuals in those programs in the event of a strike or other work stoppage. (1970, 1999)	75
11			76
12	The Association believes that education employees who are not licensed medical personnel should be protected from all liability if they are required to administer medication or perform medical services. The Association also believes that such education employees should have the right to refuse to administer medication or perform medical services without fear of repercussion. (1977, 2008)		77
13			78
14			79
15			80
16			81
17			82
18			83
19			84
20			85
21			86
22			87
23	F-50. School Nurses	F-53. Transportation Liability Insurance	88
24	The National Education Association urges its affiliates to enroll school nurses in active membership and to seek legislation that provides licensure/certification, inclusion in collective bargaining agreements, and achievement of an appropriate school nurse-to-student ratio. Each site must have at least one school nurse to every 750 students, with appropriate adjustments to safely accommodate students with special health needs and chronic illnesses.	The National Education Association believes public education institutions should provide and incur the expense of transportation liability insurance for education employees who are requested or required to transport students by private vehicle for any school-related function. (1978, 2015)	89
25			90
26			91
27			92
28			93
29			94
30			95
31			96
32			97
33			98
34			99
35			100
36			101
37	F-51. Save Harmless/Education Employee Liability	F-54. Part-Time or Temporary Education Employees	102
38	The National Education Association believes that educational institutions should—	The National Education Association believes that the increased use and/or abuse of part-time education employees threatens the academic integrity of public education institutions.	103
39			104
40	a. Provide legal liability protection for education employees when following district directives regarding student interactions and interventions, or when their duties include physical assistance to students	The Association also believes that part-time education employees should be employed only when an educational program requires specialized training or expertise not available among full-time education employees and when the need for such training and expertise warrants less than full-time employment.	105
41			106
42			107
43			108
44	b. Pay all costs—including attorneys’ fees, expenses, and damages—incurred by employees and other agents in defending any civil action arising out of acts or omissions occurring during the performance of their duties	The Association further believes that part-time education employees should receive the same salary and benefits as full-time education employees at least prorated according to workload. Part-time education employees should have the same opportunities to participate in collective bargaining, training, service on committees, and setting the academic direction of the educational institution.	109
45			110
46			111
47			112
48	c. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of acts or omissions occurring during the performance of their duties, provided that said action terminates in favor of the accused.	The Association deplores the practice of employing part-time or temporary employees for the purpose of reducing institutional budgets, reducing the number of full-time education employee positions, or avoiding the maintenance of an increase in the number of tenure track positions. (1976, 1999)	113
49			114
50			115
51			116
52			117
53			118
54			119
55			120
56			121
57	F-52. Protection of Individuals in Clinical Practice Programs	F-55. Volunteers in Public Schools	122
58			123
59	The National Education Association believes that individuals participating in clinical practice programs should be provided with legal status and liability protection by the appropriate teacher preparation institution.	The National Education Association believes that parents/guardians and other community volunteers have a valuable role to play within the public schools. The proper use of volunteers is essential for the preservation of quality educational programs for children. Volunteers should be appropriately screened and trained, as determined by the needs of the local school system and by state statutes. The screening should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex offenders. Training should include, but not be limited to, the development of age-appropriate activities and sensitivity to diversity issues.	124
60			125
61			126
62			127
63			128
64			129
65			130

1	The Association deplors the practice of using volunteer	
2	workers for the purposes of reducing instructional budgets or	
3	the number of full- or part-time education employee positions	
4	within a local school system. (1998, 2000)	
5		
6	F-56. Substitute Teachers	
7	The National Education Association believes in the impor-	
8	tance of employing professional educators to fulfill the critical	
9	role of substitute teachers. The Association also believes that	
10	substitute teachers perform a vital function in the maintenance	
11	and continuity of daily education.	
12	In order to achieve and maintain the highest standards of	
13	student learning and professional practice, and to ensure qual-	
14	ity instruction in every classroom every day, the Association	
15	further believes that substitute teachers must—	
16	a. Meet the same standards as other licensed teachers	
17	within the state	
18	b. Receive professional compensation and benefits	
19	c. Receive continuous professional development	
20	d. Be provided with materials and information appropriate	
21	to the position in which they are substituting, including	
22	any special needs of the students	
23	e. Be entitled to representation and/or support by local,	
24	state, and national affiliates in collective bargaining.	
25	The Association condemns the practice of assigning substi-	
26	tute teachers to regular positions for an extended duration of	
27	time. Positions created by extended absence should be filled	
28	by available licensed teachers who are eligible to be placed on	
29	contractual status by the school district.	
30	The Association opposes the practice of replacing absent	
31	teachers by dispersing students to other classrooms. The Asso-	
32	ciation also opposes the use of individuals such as education	
33	support professionals, part-time employees, or employees hired	
34	through private agencies to cover classes. The Association fur-	
35	ther opposes requiring teachers to substitute during their prepa-	
36	ration time, or in place of their regular teaching assignment.	
37	The Association believes that school districts must provide	
38	full compensation for licensed teachers who substitute for per-	
39	sonnel on extended leave. (1975, 2009)	
40		
41	F-57. Substitute Education Support Professionals	
42	The National Education Association recognizes the	
43	importance of substitute education support professionals in the	
44	maintenance and continuity of daily operations. The Associa-	
45	tion believes that an education support substitute must meet the	
46	same standards as the employee for whom he/she substitutes.	
47	The Association supports the right of substitute employees	
48	to organize for collective bargaining purposes. The Associa-	
49	tion also supports the practice of providing schedule pay plus	
50	benefits for education support professionals substituting for	
51	permanent education support professionals on extended leave.	
52	(1992, 2008)	
53		
54	F-58. Education Employees and Active Duty	
55	Service	
56	The National Education Association believes that an educa-	
57	tion employee whose career is interrupted by a call to active	
58	duty service by the National Guard or the reserves should be	
59	guaranteed reemployment and all benefits that would accrue	
60	if the employee had continued in a position with the school	
61	system.	
62	The Association also believes that the federal government,	
63	upon calling an educator to active duty, should supplement the	
64	service person's compensation so his/her family does not expe-	
65	rience a loss of revenue or benefits. (1975, 2005)	
	F-59. Employment in Federal Schools	66
	The National Education Association believes that the federal	67
	schools should adopt employment practices consistent with fed-	68
	eral legislation and with the Association's established policies.	69
	The Association also believes that equal rights, benefits,	70
	and entitlements should be accorded to all education employees	71
	who are employed in federal schools.	72
	The Association urges governing bodies of federal schools	73
	to develop policies that ensure a minimum of 120 days notifica-	74
	tion of military installation and federal school closures. The	75
	Association also urges that personnel affected by these closures	76
	be provided support by the employer during this transition	77
	period. (1971, 1999)	78
		79
	F-60. Education in Correctional and Rehabilitation	80
	Agencies	81
	The National Education Association believes that legisla-	82
	tive and professional support should be given to members who	83
	teach in federal, state, and local correctional and rehabilita-	84
	tion institutions, hospitals, and other custodial agencies. The	85
	Association supports improving the standards of instruction in	86
	these institutions, which includes providing appropriately certi-	87
	fied education professionals to carry out plans for students with	88
	individualized education programs (IEPs) or 504 plans.	89
	The Association also believes that the rights of individuals	90
	who are protected under the provisions of the Individuals with	91
	Disabilities Education Act and Americans with Disabilities Act	92
	must be preserved. (1973, 2007)	93
		94
	RETIREMENT/SOCIAL SECURITY	95
		96
	F-61. Retirement	97
	The National Education Association believes that the retire-	98
	ment security of all preK through 12 members of retirement	99
	systems can be assured only by participation in a state or local	100
	retirement system with a guaranteed and adequate defined ben-	101
	efit retirement plan. Such plans must be funded in a manner that	102
	assures the long-term stability of the plan. For preK through 12	103
	members of retirement systems, defined contribution provisions	104
	are appropriate only where they supplement adequate defined	105
	benefit provisions.	106
	The Association also believes that pension funding should	107
	include the following principles:	108
	a. When actuarial liabilities exceed actuarial assets, the	109
	state and/or employer must make the necessary addi-	110
	tional contributions to amortize the unfunded liability in	111
	no more than 30 years.	112
	b. When actuarial assets exceed actuarial liabilities, the	113
	state and/or employer should not reduce the rate of con-	114
	tributions below the normal cost of the plan.	115
	c. Employee contributions, if any, should be made on a pre-	116
	tax basis and be a percentage of total salary not to exceed	117
	the amount contributed by employers. The employer may	118
	pay part or all of the employee contribution.	119
	d. Credit for all wages and salary must be included in all	120
	retirement benefit calculations.	121
	The Association further believes retirement benefits should,	122
	at a minimum, include—	123
	a. Full vesting in no more than 5 years	124
	b. An initial benefit constituting a replacement income	125
	of 50 percent of the single highest year's salary from	126
	all sources after 20 years of creditable service and 75	127
	percent after 30 years of creditable service; this benefit	128
	calculation equates to a basic benefit formula multiplier	129
	of 2.5 percent for all creditable years of service	130

1	c. Benefits based upon unisex mortality tables	The Association believes that boards of trustees should—	66
2	d. Automatic pre-funded full cost-of-living pension	a. Consist of active members who are all elected by and	67
3	increases for retirees and beneficiaries	from their plan's active membership and retired members	68
4	e. Normal retirement eligibility, including health benefits,	who are all elected by and from their plan's retired mem-	69
5	with 25 creditable years of service or at age 55 if fully	bership; the total number of active and retired member	70
6	vested	trustees should constitute a majority of the board	71
7	f. No provisions in core plans to reduce benefits because of	b. Administer the plan for the exclusive benefit of the ben-	72
8	the existence of any annuity or retirement benefit source	eficiaries of the system	73
9	including Social Security; supplemental retirement plans	c. Have the duty and authority to oversee the administration	74
10	designed to provide a leveling benefit must assure a level	of both benefits and investments	75
11	lifetime replacement income that significantly augments	d. Subject to their fiduciary responsibilities, have all the	76
12	existing benefits of all members over time	powers necessary to ensure their independence from the	77
13	g. Benefits that comply with nondiscriminatory Internal	plan sponsor, including the power to obtain by employ-	78
14	Revenue Service rules and regulations	ment or contract the services necessary to exercise the	79
15	h. Joint survivor benefits should be equally available for	trustees' powers and perform the trustees' duties, includ-	80
16	spouses and domestic partners; joint survivor benefits	ing actuarial, auditing, custodial, investment, and legal	81
17	for any other person should be available based upon IRS	services	82
18	guidelines	e. Undertake periodic independent actuarial reviews and	83
19	i. Disability or death benefits that should be equally avail-	audits	84
20	able for spouses, dependents, and domestic partners	f. Distribute an annual financial statement to all members	85
21	j. Provisions that define a full year of creditable service	g. Use actuarial and investment policies with the highest	86
22	based upon working 80 percent or more of the contract	level of fiscal integrity	87
23	year or 80 percent or more of the hours constituting a full	h. Ensure that counseling, education, and services are avail-	88
24	year; partial year credit should be earned on a pro-rated	able to all active and retired members	89
25	basis for any service less than the minimum required to	i. Recognize that, in their role as fiduciaries, they can iden-	90
26	obtain a full year of creditable service	tify and participate in appropriate educational programs	91
27	k. Provisions for the option of allowing unused sick leave	and initiatives in order to acquire/maintain skills and	92
28	and other end of service payments to be used for retire-	expertise; these educational programs should be inter-	93
29	ment credit	nally funded and managed exclusively by the board of	94
30	l. Provisions permitting the purchase of service credit	trustees	95
31	earned while a member of another retirement system	j. Protect the systems' stability by opposing any actions	96
32	including any other public school district, Department of	that impair or jeopardize the guaranteed rights of plan	97
33	Defense Education Activity (DoDEA) schools or while	participants' benefits.	98
34	in the Peace Corps, Volunteers in Service to America	The Association also believes that—	99
35	(VISTA), or military service	a. Contributions made by employees to the pension plan	100
36	m. Provisions permitting the purchase of service credit for	should be federal tax deferred and not subject to FICA	101
37	sabbatical leaves, maternity/paternity/adoption leaves	taxes	102
38	where credit is not automatically given, and any other	b. Contributions made by employers to the pension plan	103
39	approved leaves of absence; members affected by any	should not be subject to FICA taxes	104
40	forced leave provisions or separation of service provi-	c. Benefits paid should not be subject to any state's income	105
41	sions that are unlawful under current law should be	tax	106
42	permitted to purchase service credit for those periods of	d. Benefits paid should not be offset due to eligibility in	107
43	leave or separations at any time prior to retirement at the	multiple retirement programs	108
44	lowest plan rate	e. Contributions from both employees and employers	109
45	n. Provisions for, upon termination of employment, the	should be remitted in a timely fashion in accordance with	110
46	portability to other qualified pension plans of the full	state statutes	111
47	actuarial value of retirement credits earned	f. Districts and charter schools should make biannual	112
48	o. Disability retirement for a service-connected disability	summary reports of retirement contribution remittances.	113
49	available to education employees from the first day of	(1969, 2009)	114
50	employment; nonservice connected disability retirement		115
51	shall be available for fully vested members; the benefit	F-62. Investment of Retirement System Assets	116
52	formula for disability retirement should yield benefits	and Protection of Earned Benefits	117
53	comparable to normal retirement benefits	The National Education Association believes that retirement	118
54	p. Provisions for any tax-sheltered annuity and deferred	system assets can be invested in any type of investment that	119
55	compensation plans that have actuarial tables that do not	plays an appropriate role in achieving risk and return objectives	120
56	discriminate on the basis of race, gender, or national origin	reasonably suited to the retirement program. In the investment	121
57	q. Provisions for health benefits for retirees, their spouses,	and management of retirement systems assets, and in a manner	122
58	domestic partners, and/or dependents that include a	consistent with their fiduciary responsibilities and all applicable	123
59	fully paid comprehensive health insurance plan regard-	federal, state, and local statutes, trustees should, among other	124
60	less of Medicare eligibility; these benefits should be at	circumstances, consider—	125
61	least equal to those offered to full-time employees; those	a. General economic conditions	126
62	eligible for Medicare should be covered by a fully paid	b. The possible effect of inflation or deflation	127
63	comprehensive Medicare supplement insurance benefit	c. The role that each investment or course of action plays	128
64	that along with Medicare equals the benefits provided to	within the overall portfolio of the retirement program	129
65	full-time employees.		130

1	d. The expected total return from income and appreciation of capital	66
2		67
3	e. Needs for liquidity, regularity of income, and preservation or appreciation of capital	68
4		69
5	f. The adequacy of funding for defined benefit plans based on reasonable actuarial factors	70
6		71
7	g. Protection of the long-term employment interests and opportunities of participants in the plan	72
8		73
9	h. Opposition to investments in corporations whose policies or expenditures of funds undermine child welfare and/or public education, when other investments provide equivalent benefits to retirement system members.	74
10		75
11		76
12		77
13	Boards of trustees charged with the authority to invest and manage the assets of public employee retirement systems should adopt a statement of investment objectives and policies for each retirement program that include—	78
14		79
15		80
16		81
17	a. The desired rate of return on assets overall	82
18	b. The desired rate of return and acceptable levels of risk for each asset class	83
19		84
20	c. Asset allocation goals	85
21	d. Guidelines for the delegation of authority	86
22	e. Information on the types of reports to be used to evaluate performance.	87
23		88
24	The Association also believes that the boards of trustees of education employee retirement systems should make every effort, consistent with their fiduciary obligations, to participate in the decision-making process of corporations in which the systems hold stock by casting stockholder votes that benefit the interests of the participants and beneficiaries of the retirement systems and those of the united education profession and by electing to corporate boards members and/or representatives who support public education. The Association further believes that the boards of trustees of public employee retirement systems should coordinate their voting in companies in which they have a mutual interest.	89
25		90
26		91
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35		100
36	The Association believes that the assets of retirement systems in which public education employees participate should be managed and invested for the sole and exclusive benefit of the participants and beneficiaries of those systems. Expenditures from a system trust fund should only be made for the benefit of trust beneficiaries and for the reasonable expenses of administering the system. All retirement benefits earned by education employees should, under the law, be payable to such employees. Existing retirement benefits should be maintained or improved. No person participating in a retirement system should be required to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned, and therefore, inviolate.	101
37		102
38		103
39		104
40		105
41		106
42		107
43		108
44		109
45		110
46		111
47		112
48		113
49	The Association is aware of incursions on retirement system assets by state and municipal governments. Such incursions include misuse of assets, manipulation of pension assumptions, arbitrary and deleterious investment restrictions, failure to appropriate required funds to the system, and failure to place employee contributions in trust. These practices reduce the financial soundness of the system and jeopardize the security of education employee retirement benefits. Retirement systems can best be protected by the passage of state constitutional protections against any diminution of plan assets that is not in the sole interest of plan participants and beneficiaries or, absent such constitutional safeguards, by at least the passage of federal and/or state legislation that provides for protections against any diminution of plan assets that is not in the sole interest of plan participants and beneficiaries.	114
50		115
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63		128
64		129
65		130

compliance with standards prescribed by federal, state, and local statutes. (1976, 2011)

F-63. Social Security

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

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

The Association opposes—

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

The Association supports the availability of voluntary Social Security coverage to eligible school employee groups, where initiated by those groups, in states and localities in which public employees are not covered by Social Security. (1977, 2015)

F-64. Medicare

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

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

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

G. SECURE PROFESSIONAL AUTONOMY

PROFESSIONAL STANDARDS, CERTIFICATION, LICENSURE

G-1. State Professional Standards Boards

The National Education Association believes that the profession must govern itself. The Association also believes that each state should have a professional standards board, composed of a majority of practicing public school teachers. The Association further believes that all state professional standards boards should include a broad representation of groups that are licensed.

Professional standards boards should have exclusive authority to license and to determine criteria for how a national certificate will be recognized for professional educators. Further, these boards should have the exclusive authority to establish the standards regarding licensure, including procedures for suspension and revocation. The Association opposes legislation that compromises the authority of state standards boards and urges

1	the elimination of state statutes that conflict with this authority.	66
2	The Association further believes that these boards must apply	67
3	Council for the Accreditation of Educator Preparation (CAEP)	68
4	standards as a minimum for granting, denying, or withdrawing	69
5	the approval of teacher preparation programs. (1969, 2010)	70
6		71
7	G-2. National Board Certification	72
8	The National Education Association supports voluntary	73
9	national certification by which the profession grants recogni-	74
10	tion to an individual who has met qualifications specified by	75
11	the profession. The Association recognizes that this function is	76
12	filled by the National Board for Professional Teaching Stan-	77
13	dards (NBPTS), which is composed of a majority of practicing	78
14	public school teachers.	79
15	The NBPTS establishes appropriate assessment proce-	80
16	dures by which individuals demonstrate exemplary practice in	81
17	pedagogy and in subject matter areas, issues certificates to all	82
18	individuals who meet NBPTS-established standards, maintains	83
19	a roster of those who have been certificated, and encourages	84
20	reciprocity with state professional standards boards.	85
21	The Association also supports the periodic evaluation of	86
22	such certification procedures to ascertain whether cultural, eco-	87
23	nomi c, gender, racial, or age bias is perpetuated by the require-	88
24	ments for certification. (1987, 1998)	89
25		90
26	G-3. Licensure	91
27	The National Education Association advocates rigorous	92
28	quality teaching standards for entry into the teaching profes-	93
29	sion. As established by professional standards boards, these	94
30	quality teaching standards must include each of the following	95
31	concepts:	96
32	• High academic performance	97
33	• Extensive clinical practice and field experience	98
34	• Demonstrated knowledge of subject matter	99
35	• Demonstrated knowledge of pedagogy, child develop-	100
36	ment, and learning acquisition.	101
37	Teacher licensure programs, including alternative routes,	102
38	must be equal in rigor and focus, and based upon quality	103
39	teaching standards in order to prepare candidates for the initial	104
40	teaching license.	105
41	Assessments used to measure teacher skill, knowledge,	106
42	and instructional competency must be valid and unbiased and	107
43	should be included as one element of comprehensive assessment	108
44	for completion of a teacher preparation program as well as for	109
45	licensure into the profession.	110
46	Multiple measures should be used to determine teaching	111
47	readiness with evidence and feedback from university faculty	112
48	and cooperating teachers as key factors.	113
49	The Association opposes licensure processes that lower	114
50	or eliminate any of the standards outlined above, including	115
51	“testing-only” approaches to teacher licensure.	116
52	The Association asserts that a teaching license should signify	117
53	that an individual entering the teaching profession is competent	118
54	to teach. A teaching license must be recognized as the primary	119
55	requirement for employment in every primary, secondary, and	120
56	adult education public and private school. The Association	121
57	believes that all states should offer appropriate preK licensure.	122
58	No license should be issued unless an individual possesses	123
59	the entry-level knowledge and skills required for teaching. No	124
60	emergency licenses should be issued. No assignments should be	125
61	permitted outside the teacher’s area of licensure without appro-	126
62	priate concurrent retraining supported by the local district.	127
63	The Association urges the elimination of state statutes/	128
64	regulations that require teachers to renew their licenses. Where	129
65	such renewal continues to be required, it should be based on	130
	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 profes-	
	sional educators, the majority of whom are licensed and prac-	
	ticing 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, 2016)	
	G-4. Other National Professional Certifications	
	The National Education Association supports voluntary	
	national certification for all education employees from profes-	
	sional organizations that establish appropriate assessment and	
	qualification standards. (2010)	
	ACCREDITATION	
	G-5. Accreditation in Higher Education	
	The National Education Association supports strong	
	regional, state, national, and discipline-based accrediting	
	bodies that promote and encourage faculty participation in the	
	accrediting process. The Association believes that programs,	
	faculties, administrations, and facilities should be reviewed	
	to determine their ability to enhance learning opportunities	
	for students. The Association also believes that accrediting	
	agencies should not impose standardized curricula, assess-	
	ment models, or pedagogical methods on institutions of higher	
	education but rather should base accreditation on standards as	
	applied to the institutional mission statement. (1995, 1998)	
	G-6. Accreditation of Teacher Preparation Institutions	
	The National Education Association believes that teacher	
	preparation programs must be approved at two levels: at the	
	state level through an agency such as a professional standards	
	board and at the national level through the Council for the	
	Accreditation of Educator Preparation (CAEP).	
	The Association also believes that CAEP and its governing	
	boards must include representatives of all levels of the teaching	
	profession as well as students preparing to teach. (1969, 2000)	
	H. UNITE EDUCATION EMPLOYEES FOR EFFECTIVE CITIZENSHIP	
	CITIZENSHIP RIGHTS	
	H-1. U.S. Constitution	
	The National Education Association believes that the U.S.	
	Constitution safeguards freedoms fundamental to our society.	
	The Association also believes that all proposed changes to the	
	Constitution should be directed through the traditional congress-	
	sional proposal and state ratification process rather than through	
	the convening of a constitutional convention, which opens the	
	Constitution to the possibility of total revision. (1982, 1997)	
	H-2. The Education Employee as a Citizen	
	The National Education Association believes that every	
	education employee has the right and obligation to be an	
	informed and politically active citizen. The Association also	

1	believes that, as private citizens, education employees have the	
2	right to express their personal viewpoints in public without	
3	fear of censorship or intimidation. The Association supports	
4	voter education to alert voters to voting laws and procedures	
5	and key political issues. The Association also supports written	
6	governing board policies to guarantee education employees	
7	their political rights. The Association further believes that local	
8	government units should be prevented from restricting the right	
9	of education employees to run for any elective office. Provi-	
10	sions should be made to enable education employees to serve in	
11	public office without curtailment of annual increments, tenure,	
12	retirement, or seniority rights, or to carry out jury duty without	
13	personal financial loss.	
14	The Association believes that it is the duty and responsibility	
15	of education employees to involve themselves in the selection,	
16	election, and reelection of qualified, committed candidates who	
17	support goals that will provide quality education. Therefore, the	
18	Association urges its members to become politically involved	
19	and to support the political action committees of the Associa-	
20	tion and its affiliates. (1969, 1997)	
21		
22	H-3. The Right To Vote	
23	The National Education Association believes that the	
24	principle of one-person—one-vote must apply at all levels	
25	of government, including the election of the President of the	
26	United States.	
27	The Association recognizes the right to vote as a constitu-	
28	tional right guaranteed to all eligible citizens. The Association	
29	supports the continued maintenance of the provisions of the	
30	Voting Rights Act of 1965.	
31	The Association also supports voting and absentee provi-	
32	sions that are accessible, simplified, accurate, reliable, and veri-	
33	fiable for all elections and further supports election administra-	
34	tions that provide for open, fair, secure, and publicly verifiable	
35	ballot counting.	
36	The Association opposes all actions that encourage or result	
37	in voter disenfranchisement. The Association supports rein-	
38	statement of voting rights following release from prison and/or	
39	completion of probation.	
40	The Association supports voter education programs and	
41	uniform registration requirements without restrictive residency	
42	provisions or restrictive identification requirements. (1971, 2016)	
43		
44	H-4. Participation in Professional Associations	
45	The National Education Association believes that education	
46	employees have the right and responsibility to fully participate	
47	in professional associations. District policy must equitably pro-	
48	vide release time without loss of pay or harassment. (1986, 2015)	
49		
50	H-5. Member Involvement in Community	
51	Organizations	
52	The National Education Association encourages its members	
53	to become involved in community organizations and to influ-	
54	ence those organizations to address issues of common concern	
55	to their local, state, and national education associations. (1992,	
56	2015)	
57		
58	H-6. The Right To Know	
59	The National Education Association believes that open	
60	meeting and public disclosure laws are essential to permit the	
61	monitoring of governmental actions. (1972, 1997)	
62		
63	H-7. Economic Fairness in a Democracy	
64	The National Education Association believes that basic	
65	economic fairness is vital for a fully functioning democracy.	
	The Association also believes that measures such as progres-	66
	sive taxation, estate taxes, a higher minimum wage, affordable	67
	higher education, and a strong social safety net are appropriate	68
	tools to reduce extreme income inequality and improve eco-	69
	nommic fairness. (2016)	70
		71
	H-8. National Health Care Policy	72
	The National Education Association believes that affordable,	73
	comprehensive health care, including prescription drug cover-	74
	age, is the right of every resident.	75
	The Association supports the adoption of a single-payer	76
	health care plan in the United States, its territories, and the	77
	Commonwealth of Puerto Rico. Until a single-payer health care	78
	plan is adopted, Congress should make no cuts in Medicare/	79
	Medicaid funding or benefit levels. (1978, 2015)	80
		81
	H-9. Statehood for the District of Columbia	82
	The National Education Association affirms that all citizens	83
	of the United States should enjoy the full benefits of citizenship.	84
	Accordingly, the Association supports efforts to achieve state-	85
	hood for the District of Columbia.	86
	The Association believes that the concept of fiscal autonomy	87
	is consistent with this position and that the federal payment	88
	to the District of Columbia should be based on an established	89
	formula. (1969, 1997)	90
		91
	CITIZENSHIP RESPONSIBILITIES	92
		93
	H-10. Environmental Responsibility	94
	The National Education Association believes that busi-	95
	nesses and governmental agencies should be responsible for	96
	designing, producing, and using products that are reusable,	97
	recyclable, biodegradable, or disposable without contaminating	98
	the environment.	99
	The Association encourages its affiliates and members to	100
	include these criteria in selection of products for use and to	101
	work with school systems and educational institutions in devel-	102
	oping purchasing policies using these criteria.	103
	The Association also believes that business and governmen-	104
	tal agencies should dispose of waste in a manner that will have	105
	the least possible impact on the environment. (1990, 1995)	106
		107
	H-11. Energy Programs	108
	The National Education Association believes that a national	109
	energy policy should reflect the efficient use of energy from	110
	all sources, provide research to develop new sources of energy,	111
	stress rapid development of renewable energy sources, and	112
	promote conservation.	113
	The Association supports ensuring the energy-efficient oper-	114
	ation of public schools and encourages the use of new energy	115
	sources and energy-efficient design in school renovation and	116
	construction. The Association also supports efforts that develop	117
	energy conservation awareness and school building energy	118
	audit programs. The Association further supports programs that	119
	investigate energy efficiency recommendations, research, and	120
	public health and safety programs for all educational levels in	121
	the schools. (1977, 1997)	122
		123
	H-12. Historic Preservation	124
	The National Education Association encourages the pres-	125
	ervation of historically significant lands and structures for the	126
	purposes of preserving our nation's heritage and maintaining	127
	important historic resources for future generations. (1990, 1994)	128
		129
		130

1 I. PROMOTE AND PROTECT HUMAN AND	
2 CIVIL RIGHTS	
3	
4 INTERNATIONAL RIGHTS	
5	
6 I-1. Peace and International Relations	
7 The National Education Association recognizes the interde-	
8 pendence of all people. The Association believes in the ideals	
9 of peace, freedom, and human dignity based upon respect for	
10 the individual and cultural diversity.	
11 The Association supports the U.S. Institute of Peace, which	
12 provides publications, information, programs, training, and	
13 research data in developing peacemaking and conflict resolu-	
14 tion skills.	
15 The Association urges all nations to develop treaties and	
16 disarmament agreements that reduce the possibility of war,	
17 provide for the peaceful resolution of conflicts, and guarantee	
18 the rights of nations to exist within safe and secure borders,	
19 free from the threat of pre-emptive attacks. The Association	
20 also believes that such treaties and agreements should prevent	
21 the placement of weapons in outer space.	
22 The Association supports the principles stated in the United	
23 Nations (UN) Charter and believes that the UN furthers world	
24 peace and promotes the rights of all people by preventing war,	
25 racism, and genocide. The Association further believes that	
26 Education International contributes to peace and international	
27 relations by promoting dialogue among the world's education	
28 employees. (1973, 2014)	
29	
30 I-2. International Court of Justice	
31 The National Education Association believes that all people,	
32 including lawmakers themselves, are subject to the rule of law	
33 and recognizes that the International Court of Justice is one	
34 instrument to resolve international disputes peacefully.	
35 The Association urges participation by the United States in	
36 deliberations before the court. (1986, 2016)	
37	
38 I-3. International Criminal Court	
39 The National Education Association believes that the Inter-	
40 national Criminal Court is critically important as an instrument	
41 to help end the impunity of human rights violators, provide	
42 for the rule of law, and hold accountable those who commit	
43 the gravest human rights crimes, including genocide, crimes	
44 against humanity, and war crimes. (2005, 2014)	
45	
46 I-4. Covert Operations and Counterintelligence	
47 Activities	
48 The National Education Association believes that U.S.	
49 covert operations and counterintelligence activities should be	
50 compatible with the basic principles of our democratic society.	
51 The Association also believes that all such activities should	
52 be conducted under the jurisdiction of all three branches of the	
53 federal government and that individuals/agencies must be held	
54 accountable when they work outside of the specific directives	
55 issued for a given operation. (1989, 2014)	
56	
57 I-5. Nuclear Freeze/Cessation	
58 The National Education Association believes that nuclear	
59 war is not survivable. The proliferation of weapons technol-	
60 ogy and the sale and distribution of conventional and nuclear	
61 weapons increase the possibility of nuclear war.	
62 The Association also believes the United States and all other	
63 nations should adopt a verifiable freeze on the testing, develop-	
64 ment, production, upgrading, emplacement, sale, distribution,	
65 and deployment of nuclear weapons, materials, and all systems	
designed to deliver nuclear weapons. The Association sup-	66
ports the development of treaties for the cessation of all nuclear	67
weapons testing, providing they contain adequate verification	68
and enforcement provisions. The Association also supports the	69
development of treaties to eliminate the world's nuclear weap-	70
ons arsenals. (1982, 2000)	71
	72
I-6. Nuclear Facilities, Radioactive/Chemical	73
Pollutants, and Waste Incineration	74
The National Education Association believes that strict	75
monitoring of nuclear facilities and radioactive/chemical	76
pollutants and waste incineration should be required. The	77
Association urges the development and implementation of new	78
technologies for the safe transport and recycling of all wastes.	79
The Association supports programs that would educate the	80
public to the dangers and benefits of nuclear power, recycling of	81
nuclear wastes, problems of nuclear waste disposal, and health	82
risks associated with waste incineration.	83
The Association also believes that the people of a state	84
should make the final determination as to whether or not toxic	85
and/or nuclear waste processing sites or the transportation of	86
nuclear waste shall be within their state boundaries. Contigu-	87
ous states directly affected environmentally by processing sites	88
should be included in the final determination. Strict guidelines	89
concerning the construction and operation of waste incinerators	90
should be required. The Association further believes that such	91
facilities should not be constructed within a 10-mile radius of	92
any school facility.	93
The Association believes that education employees must be	94
involved in the development and dissemination of emergency	95
plans in the case of accidents that could result in environmental	96
and/or health hazards. (1989, 2009)	97
	98
I-7. Global Environmental Restoration	99
The National Education Association believes that when pol-	100
lution occurs the responsible entities must be accountable for an	101
expeditious, complete cleanup and restoration of the environ-	102
ment and ecosystems. In addition, the Association supports	103
international efforts to reduce the levels of toxic metals and	104
chemicals in the food chain. (1990, 2016)	105
	106
I-8. World Hunger	107
The National Education Association believes that worldwide	108
attention needs to be focused on food security. The Association	109
supports continued relief to those in need as well as educa-	110
tion concerning world hunger and its effects so that they may	111
develop the capacity and the commitment to resolve these	112
problems. (1975, 2016)	113
	114
I-9. Sustainability	115
The National Education Association believes that sustain-	116
ability requires assessing entire systems and recognizing how	117
they must operate in order to preserve the natural systems that	118
support our life on earth.	119
The Association also believes that sustainability is related to	120
the quality of life in a community and whether the economic,	121
social, and environmental systems that make up a community	122
are providing a healthy, productive, and meaningful life for all	123
community residents, present and future.	124
The Association further believes that establishing, track-	125
ing, and managing sustainability goals will ensure continuous	126
progress toward sustainability, and that sustainable practices	127
are cost-effective, provide a workforce that understands sustain-	128
ability, build stronger communities, support local economies,	129
protect student and staff health, support academic success,	130

1	prepare today’s students to be wise leaders tomorrow, and pro-		
2	tect our ecosystems. (2008, 2015)		
3			
4	I-10. Global Climate Change		
5	The National Education Association believes that global		
6	climate change causes significant measurable damage to the		
7	earth and its inhabitants.		
8	The Association also believes that humans must take steps		
9	to change activities that contribute to global climate change.		
10	The Association supports environmentally sound practices		
11	that abate global climate change and its effects. (2007, 2008)		
12			
13	I-11. International Consumer Protection		
14	The National Education Association believes that products		
15	sold and/or advertised abroad by U.S.-based companies must at		
16	least meet the consumer, health, and safety standards that are		
17	required for trade within the United States. The Association		
18	also believes that products imported for sale must meet U.S.		
19	consumer health and safety standards and practices.		
20	The Association opposes the coercing of other nations to		
21	accept U.S. products that do not meet those nations’ consumer,		
22	health, and safety standards and practices. (1990, 2014)		
23			
24	HUMAN AND CIVIL RIGHTS		
25			
26	I-12. Human Rights		
27	The National Education Association believes that the		
28	governments of all nations must respect and protect the basic		
29	human and civil rights of every individual, including equal		
30	access to education as embodied in the United Nations Univer-		
31	saral Declaration of Human Rights. The Association condemns		
32	any action that limits or prohibits the free and responsible exer-		
33	cise of these rights and believes that all education employees		
34	must lead in the effort to prevent any encroachment on basic		
35	human and civil rights.		
36	The Association also believes that the U.S. government		
37	should withhold all forms of military aid to governments that		
38	violate these rights.		
39	The Association further believes that violence is abhorrent.		
40	The Association also condemns violence, as well as the toler-		
41	ance of violence, and believes that all nations must pass and		
42	enforce measures to curtail and prevent actions and practices		
43	that inflict pain, suffering, mutilation, or death, and offer asy-		
44	lum to those threatened by such actions.		
45	The Association expresses concern that the utilization of		
46	trade sanctions on food and medical supplies by any nation		
47	of the world to achieve political objectives fails to adequately		
48	consider the possible humanitarian impact of those policies on		
49	the civilian populations of the affected nations, particularly the		
50	young, the elderly, and the poor.		
51	The Association deplores the holding of hostages, all forms		
52	of torture, and the taking of human life in the name of mak-		
53	ing a political statement. The Association believes that it is the		
54	responsibility of all governments to discourage such actions by		
55	individuals or groups of individuals. The Association supports		
56	an international judicial system that would hold accountable		
57	those who violate human rights.		
58	The Association calls upon all nations to release all educa-		
59	tion employees and students who are being held without charge		
60	and to refrain from the use of coercion and arbitrary detention		
61	to punish the people of a specific area of their territories.		
62	The Association further condemns the practice of capital		
63	punishment in nations without judicial safeguards such as the		
64	presumption of innocence and/or the right to counsel.		
65			
		The Association also expresses concern that the practice	66
		of capital punishment in the United States impacts individuals	67
		disproportionately on the basis of social class, race, ethnicity,	68
		and gender. The Association supports ongoing efforts to review	69
		the practice of capital punishment for inequities based on these	70
		and other factors.	71
		The Association opposes any federal, state, or local law;	72
		executive order or presidential signing statement; and/or amend-	73
		ment to the U.S. Constitution that curtails or infringes on basic	74
		human rights. The Association also opposes torture and cruel,	75
		inhuman, or degrading treatment or punishment of persons in	76
		the custody or under the physical control of the U.S. govern-	77
		ment, regardless of nationality or physical location. (1977, 2008)	78
			79
		I-13. Civil Rights	80
		The National Education Association is committed to the	81
		achievement of a totally integrated society. The Association	82
		calls upon Americans to create—by statute and practice—	83
		a country free from barriers of race, color, national origin,	84
		religion, philosophical beliefs, political beliefs, gender, sexual	85
		orientation, gender identity, age, disability, size, marital status,	86
		and economic status that prevent some individuals, adult or	87
		juvenile, from exercising rights enjoyed by others, including	88
		liberties decreed in common law, the Constitution, and statutes	89
		of the United States. Civil order and obedience to the law must	90
		be ensured without abridgment of human and civil rights. All	91
		individuals must be assured a speedy and fair judicial process	92
		with free legal counsel for those in need. To be effective citi-	93
		zens, individuals must be trained and aided in developing strat-	94
		egies and expertise that will enable them to operate effectively	95
		in a democratic society.	96
		The Association opposes any federal, state, or local law;	97
		executive order or presidential signing statement; and/or	98
		amendment to the U.S. or state constitutions that curtail basic	99
		civil rights including the right to habeas corpus. (1969, 2016)	100
			101
		I-14. Human and Civil Rights of Children and Youth	102
		The National Education Association believes that the	103
		human and civil rights of children and youth must be protected	104
		and opposes the exploitation of children and youth under any	105
		circumstances. The Association also believes that all children	106
		possess a fundamental civil right of access to a system of high	107
		quality public education grounded in the principles of adequacy	108
		and equity.	109
		The Association supports the rights of youth to safely access	110
		education and other human services during conditions of war,	111
		occupation, natural disaster, and civil strife.	112
		The Association condemns the use of children and youth by	113
		organizations, governments, and political/military movements	114
		to advance their political objectives. The Association also	115
		condemns governments that subject young people to physical or	116
		mental abuse, violence, and unwarranted detention or incarcer-	117
		ation. The Association opposes the impressment or acceptance	118
		of minors into the service of the armed forces of any govern-	119
		ment or into the service of revolutionary forces under any	120
		circumstances. The Association also supports programs and	121
		other efforts to prevent and alleviate the effects of such trauma	122
		upon children and youth.	123
		The Association further believes that children and youth in	124
		detention centers must be provided educational programs that	125
		include any special education services per a student’s indi-	126
		vidualized education program (IEP) or a student’s 504 plan to	127
		enable a student to become a contributing member of society.	128
		Teachers in such centers must be prepared to provide instruc-	129
		tion in life skills and learning skills.	130

1	The Association also opposes the imposition of the death	66
2	penalty, life imprisonment without parole, and prolonged	67
3	solitary confinement for individuals whose offenses were	68
4	committed prior to age 18. The Association further condemns	69
5	the practice of placing children and youth in trouble in abusive	70
6	environments. The Association further opposes the placement	71
7	of children and youth who are not charged with any offense in	72
8	facilities with persons who are charged with criminal offenses.	73
9	The Association believes that there must be separate facilities	74
10	for the detention and for the incarceration of children and youth	75
11	and supports the development of alternatives to supplement the	76
12	use of such facilities. (1988, 2014)	77
13		78
14	I-15. Human Relations in the School	79
15	The National Education Association believes that improved	80
16	human relations are essential to the school environment. The	81
17	Association, in order to improve human relations, calls for—	82
18	a. School recruitment and staffing policies that will ensure	83
19	selection of culturally diverse educators	84
20	b. Appropriate classroom and other student-related activi-	85
21	ties, particularly those that are responsive to the cultural	86
22	diversity and historical backgrounds of our society	87
23	c. Ongoing development of continuing education programs	88
24	to educate school and community personnel	89
25	d. Reduction of the ratio of students to certified/licensed	90
26	staff. This reduction should be to the level teachers deter-	91
27	mine to be essential to enhance and improve learning	92
28	e. Development of ways to improve police relations with	93
29	student and community groups through the joint efforts	94
30	of school, community, and law enforcement agencies	95
31	f. Joint discussions to promote understanding of human and	96
32	civil rights and responsibilities of all constituents within	97
33	our global society	98
34	g. Development, training, and implementation of curricula	99
35	that teach staff and students about positive human rela-	100
36	tions. (1972, 2015)	101
37		102
38	I-16. Displaced Workers	103
39	The National Education Association believes that entities	104
40	that close, move, sell, downsize, or reorganize their facili-	105
41	ties have an obligation to provide displaced employees with a	106
42	variety of retraining and support programs. These entities shall	107
43	assist their employees with placement in jobs having compara-	108
44	ble pay and benefits and shall maintain existing union contracts.	109
45	The Association opposes the use of public funds or tax	110
46	incentives to encourage the movement of U.S. companies to	111
47	other countries at the expense of U.S. union labor. (1992, 2014)	112
48		113
49	I-17. The Right To Organize	114
50	The National Education Association believes that all people	115
51	have the right to organize in order to achieve an improvement	116
52	of their living conditions through their own free and inde-	117
53	pendent unions and organizations. The Association urges that	118
54	this right be advocated where it is now abused or denied and	119
55	strengthened where it is now secured. The Association also	120
56	believes that shared core values among and between unions	121
57	strengthen the middle class.	122
58	The Association deplores anti-union activities by business	123
59	interests, school districts, and government agencies, including	124
60	efforts that attempt to destroy and undermine labor unions and	125
61	organizations, penalize members for union involvement, and	126
62	deprive workers of their right to organize and bargain. The	127
63	Association supports the rights of workers to unionize by sign-	128
64	ing cards and the establishment of penalties for violating the	129
65	rights of workers to unionize.	130
	The Association also believes that members have the right	66
	to have payroll deduction of both Association membership dues	67
	and voluntary political contributions. (1982, 2013)	68
		69
	I-18. Use of Union-Made Products and Services	70
	The National Education Association recognizes the histori-	71
	cal role of organized labor in its struggle for economic and	72
	social justice. The Association advocates the use of union-made	73
	products and services. The Association supports the use of	74
	informational campaigns, boycotts, or picket lines. (1991, 2015)	75
		76
	RIGHTS AND FREEDOMS	77
		78
	I-19. Freedom of Creative Expression	79
	The National Education Association supports freedom	80
	of creative expression and therefore deplores any efforts by	81
	governments to suppress, directly or indirectly, such expression.	82
	The Association also supports the freedom of publicly funded	83
	agencies to exercise judgment in the awarding of grants to indi-	84
	viduals and organizations. (1990, 2016)	85
		86
	I-20. Right to Privacy	87
	The National Education Association believes that every indi-	88
	vidual has a right to privacy. The Association continues to be	89
	concerned about the indiscriminate surveillance of citizens or	90
	groups by private and public agencies or individuals, especially	91
	the posting of addresses, phone numbers, and/or travel routes	92
	of individuals on Internet Web sites. The Association condemns	93
	the use of information gathered and stored and the exchange	94
	of such information, including library patron, medical, e-mail,	95
	social media, and credit card records, without explicit release	96
	from the person or persons involved.	97
	The Association also believes that rights to privacy and	98
	confidentiality must be guaranteed through federal and state	99
	legislation. (1970, 2016)	100
		101
	I-21. Freedom of Religion	102
	The National Education Association believes that freedom	103
	of religion is a fundamental human right. The Association also	104
	believes that choice of religion is an intensely personal decision.	105
	Instruction in religious doctrines and practices is best provided	106
	within a family setting and/or by religious institutions.	107
	The Association further believes that schools should teach	108
	the rights and responsibilities associated with the freedom	109
	of religion, the religious heritage and diversity of the United	110
	States, respect for the beliefs of others, and the historical and	111
	cultural influences of various world religions.	112
	The Association believes that local school boards should	113
	adopt policies that govern religious activities on school prop-	114
	erty. Such policies must respect the separation of church and	115
	state; govern voluntary, student-led meetings with adult super-	116
	vision before or after regular school hours; treat all religions on	117
	an equal basis; and protect the rights of students and education	118
	employees.	119
	The Association also believes that the constitutional provi-	120
	sions on the establishment of and the free exercise of religion	121
	in the First Amendment require that there be no sectarian prac-	122
	tices in the public school program. The Association opposes the	123
	imposition of sectarian practices in the public school program	124
	and urges its affiliates to do the same.	125
	The Association also opposes any federal legislation or man-	126
	date that would require school districts to schedule a moment	127
	of silence. The Association particularly opposes a moment of	128
	silence as a condition for receiving federal funds. (1995, 2016)	129
		130

1	I-22. Marriage Equality				
2	The National Education Association believes in marriage				66
3	equality for all individuals. Discrimination and stereotyping				67
4	based on such factors as race, gender, sexual orientation, gender				68
5	identity, disability, ethnicity, immigration status, occupation,				69
6	and religion must be eliminated.				70
7	The Association also believes that these factors should				71
8	not affect the legal rights and obligations of the partners in				72
9	a domestic partnership, civil union, or marriage in regard to				73
10	matters involving the other partner, such as medical decisions,				74
11	taxes, inheritance, adoption, and immigration.				75
12	The Association further believes that these factors should				76
13	never be used to deny any individual or couple the full rights of				77
14	marriage equality. (2015)				78
15					79
16	I-23. Fair Housing				80
17	The National Education Association believes that all citizens				81
18	should be free to reside in the communities of their choice. The				82
19	Association supports programs that provide adequate housing				83
20	for all. The Association supports the elimination of the dis-				84
21	criminatory housing practice of redlining. (1969, 2015)				85
22					86
23	I-24. Family Planning				87
24	The National Education Association believes in family plan-				88
25	ning, including the right to reproductive freedom.				89
26	The Association also believes the government should give				90
27	high priority to making available all methods of family planning				91
28	to women and men unable to take advantage of private facilities.				92
29	The Association further believes in the implementation of				93
30	community-operated, school-based family planning clinics that				94
31	will provide intensive counseling by trained personnel. (1985,				95
32	2015)				96
33					97
34	I-25. Governmental Support for Public Welfare				98
35	The National Education Association believes that conditions				99
36	that cause reliance on public welfare must be alleviated. The				100
37	Association also believes that all governmental agencies must				101
38	work together to provide assistance in education, housing, child				102
39	care, health care, transportation, and job training/placement.				103
40	Furthermore, assistance must continue during the transition				104
41	from welfare to work.				105
42	The Association further believes that no current employee				106
43	should be displaced nor position abolished as a result of govern-				107
44	ment efforts to move individuals from welfare to work. (1971,				108
45	2015)				109
46					110
47	I-26. Immigration				111
48	The National Education Association supports efforts to				112
49	improve the immigration process, including the provision of				113
50	due process, equal protection, and access to status without				114
51	regard to national origin. The Association also supports poli-				115
52	cies that protect the integrity of the family unit and deplores				116
53	the hardships imposed on families when family members,				117
54	especially parents, guardians, or caretakers, are detained and/				118
55	or deported for immigration status offenses and thereby sepa-				119
56	rated from their children, many of whom are U.S. citizens. The				120
57	Association supports equal access to educational opportunities				121
58	for immigrants. The Association believes that English, adult				122
59	education, GED, and citizenship classes should be available in				123
60	sufficient numbers to ensure that immigrants can comply with				124
61	all federal mandates for permanent residence and/or citizen-				125
62	ship. The Association also believes that the federal government				126
63	is responsible for the enforcement of immigration policy.				127
64	The Association recognizes that historically there have				128
65	been many economic and/or political circumstances that have				129
					130
	compelled people to come to the U.S. The Association opposes				
	any immigration policy that denies human and/or civil rights or				
	educational opportunities to immigrants and their children, hin-				
	ders workers' abilities to organize, imposes excessive fees and				
	finances on those seeking legalization, or criminalizes individuals				
	or groups who support or assist them. The Association also				
	opposes any policy that makes legalization or naturalization				
	dependent upon military service and/or service in a combat				
	zone. The Association condemns such policies as inhumane				
	and discriminatory.				
	The Association further believes that federal decisions				
	regarding the status of unaccompanied immigrant children				
	must always be made in the best interests of the child. Chil-				
	dren who qualify for international protection must have their				
	educational needs met while being given the time and resources				
	to have their cases fairly heard. In addition, the best placement				
	for these children is in a family setting and not in detention				
	facilities. (1984, 2015)				
	I-27. Migrant Workers				
	The National Education Association is concerned with the				
	plight of migrant workers. The Association is committed to the				
	right of migrant workers to be fully represented in collective				
	bargaining by the organization of their choice. (1985, 2015)				
	PROTECTION FROM VIOLENT ACTS				
	I-28. Victims of Crime				
	The National Education Association believes that victims of				
	crime should be treated with dignity and compassion, without				
	the fear of intimidation. Victims and their families should				
	be notified of and have the right to be present/represented at				
	all hearings and legal proceedings involving the defendant/				
	perpetrator.				
	The Association also believes that it is a violation of the				
	victims' right to privacy to release the names of the victims.				
	The Association further believes that victims and their families				
	must be made aware of and have free access to necessary				
	services/programs. These services/programs must be funded by				
	the appropriate government agencies. (1987, 2008)				
	I-29. Bullying				
	The National Education Association believes that the school				
	environment/work site must be free from all forms of bullying				
	including, but not limited to, physical and psychological bully-				
	ing, and cyberbullying. Bullying is the systematic and chronic				
	infliction of physical hurt and/or psychological distress on one				
	or more individuals. The Association recognizes that bullying				
	can affect the entire school community and work sites.				
	The Association also believes that its affiliates, collaborating				
	with local school districts and institutions of higher education,				
	should involve all stakeholders in developing comprehensive				
	schoolwide programs to address all forms of bullying. Such				
	programs should—				
	a. Establish strong policies prohibiting bullying that include				
	the definition, consequences, and procedures for report-				
	ing and appeals				
	b. Develop and implement educational programs designed				
	to help students recognize, understand, prevent, oppose,				
	and eliminate bullying				
	c. Include activities to help all students, staff, and com-				
	munity members feel understood, respected, valued, and				
	included by cultivating greater awareness and apprecia-				
	tion of our cultural similarities and differences in order				
	to prevent bullying				

1	d. Provide training for all school employees in bullying prevention and intervention	
2		
3	e. Encourage school boards to establish written policies designed to ensure the elimination of bullying, harassment, and intimidation of students and staff by other students and staff	
4		
5		
6	f. Provide professional development materials and resources.	
7		
8		
9	These programs should be reviewed, revised, and updated to reflect changing needs. (2004, 2013)	
10		
11		
12	I-30. Traffic Safety	
13	The National Education Association believes that traffic deaths and injuries must be reduced. The Association supports—	
14		
15	a. Enactment and enforcement of effective and equitable legislation regulating driving while under the influence of alcohol, drugs, or other mind-altering substances	
16		
17	b. Appropriate educational experiences for students regarding the effects of driving while under the influence	
18		
19	c. Recognized community and school groups in their efforts to reduce death and injury from accidents caused by drivers under the influence	
20		
21	d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school buses. The legislation should require the use of seat belts for adults and minor children and approved car seats for infants and young children	
22		
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26		
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28		
29	e. Legislation requiring the use of helmets for bicycle and motorcycle riders	
30		
31	f. Continued research and the development of safety features and passive restraint systems for passengers in school buses and for the inclusion of those features shown to be effective	
32		
33		
34		
35	g. Legislation mandating no texting on cell phones while driving. (1982, 2010)	
36		
37		
38	I-31. Gun-Free Schools and the Regulation of Deadly Weapons	
39	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 completion of a mandatory prescribed intervention.	
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51	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 believes that minors shall not be allowed to buy, own, or sell firearms.	
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61	The Association also believes that scientific and medical research on the causes and prevention of firearm 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, 2016)	
62		
63		
64		
65		
	I-32. Violence Against Females Worldwide	66
	The National Education Association condemns domestic and other violence against females, as well as the tolerance of such violence, and believes that all nations must establish and enforce measures to curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (1993, 2015)	67 68 69 70 71 72
	I-33. Sexual Assault	73
	The National Education Association believes that all members of society should be protected from becoming victims of sexual assault. The Association also believes that it is a violation of the victims' right to privacy to release the names of the victims or to have their past sexual history admitted as evidence in assault cases. The Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual assault victims. The Association further believes that access to necessary services/programs must be made available to victims and their families. These services must be funded by appropriate government agencies.	74 75 76 77 78 79 80 81 82 83 84
	The Association believes that states should develop a systematic process for gathering evidence when such assaults occur and supports the use of DNA testing as a means to identify perpetrators of sexual assault. The Association also believes in the importance of counseling and rehabilitation for the assailant, and the protection of privacy and due process rights for both the victim and the alleged assailant. (1981, 2005)	85 86 87 88 89 90 91 92
	I-34. Human Trafficking	93
	The National Education Association is committed to the abolition of all forms of human trafficking. Human trafficking is the acquisition of people by improper means such as force, fraud, or deception, with the aim of exploiting them as defined by the United Nations Convention of Human Trafficking and Migrant Smuggling. (2010)	94 95 96 97 98 99 100
	OBSERVANCES	101
		102
	I-35. Martin Luther King, Jr. Day	103
	The National Education Association believes that Martin Luther King, Jr. Day should be a state holiday in every state to focus on the importance of human relations. The Association encourages the observance of this day to promote good will among all people. (1969, 2001)	104 105 106 107 108 109
	I-36. César Chávez Day	110
	The National Education Association believes that César Chávez Day should be a state holiday in every state to focus on the importance of labor organizing and promoting equitable human relations. The Association encourages the observance of this day to promote reflection and action for social justice. (2008, 2009)	111 112 113 114 115 116 117
	I-37. Veterans Day	118
	The National Education Association believes that children and people of this nation should honor and memorialize the sacrifices and heroic acts of the men and women who have served in the Armed Forces. Veterans Day should be maintained as a legal holiday. Students should be taught the importance and magnitude of the sacrifices made by service men and women in the protection of the United States during war and peace. Affiliates and school systems should plan observances to promote the celebration of veterans' courage, patriotism, and sacrifice for every member of society. (2001)	119 120 121 122 123 124 125 126 127 128 129 130

1	RIGHTS OF SPECIFIC GROUPS	
2		
3	I-38. Self-Determination of Indigenous People	
4	The National Education Association recognizes that Ameri-	
5	can Indians and Alaska Natives are sovereign nations with the	
6	rights of self-determination and supports Native Hawaiians in	
7	reclaiming their rights of self-determination and sovereignty.	
8	The Association also recognizes that sovereignty includes	
9	the right to provide for culturally appropriate education of	
10	American Indians, Alaska Natives, and Native Hawaiians.	
11	(2007)	66
12		
13	I-39. Protection of Senior Citizens	
14	The National Education Association believes that physical,	
15	mental, and economic abuse of senior citizens in any form is	
16	deplorable.	
17	The Association also believes in the development of legisla-	
18	tion and consumer education to eliminate the use of unethical	
19	techniques, scare tactics, and misrepresentation to divest senior	
20	citizens of their financial resources. The Association further	
21	believes that its affiliates should join in political action to bring	
22	about such legislative and administrative reform at the state and	
23	national levels. (1978, 2015)	67
24		
25	I-40. People Living with Human Immunodeficiency	
26	Syndrome/AIDS and Hepatitis	
27	The National Education Association believes that people	
28	living with human immunodeficiency syndrome, acquired	
29	immunodeficiency syndrome (AIDS), and/or hepatitis should	
30	be ensured fair and equitable treatment allowing equal access	
31	to education, employment, living conditions, and all rights	
32	guaranteed by law. (1994, 2015)	68
33		
34	I-41. Disabilities Awareness	
35	The National Education Association believes that the human	
36	and civil rights of individuals with disabilities must be pro-	
37	ected. The Association encourages its affiliates to educate their	
38	own members and the public at large to bring about an aware-	
39	ness of disability issues. (1999, 2015)	69
40		
41	I-42. Accessibility for Persons with Disabilities	
42	The National Education Association believes that all build-	
43	ings should be in compliance with the accessibility standards of	
44	the Americans with Disabilities Act. (1988, 1997)	70
45		
46	I-43. Protection of Persons with Cognitive	
47	Disabilities	
48	The National Education Association believes that the human	
49	and civil rights of individuals with cognitive disabilities must	
50	be protected.	71
51	The Association also believes that individuals with cogni-	
52	tive disabilities who have committed criminal offenses should	
53	receive all diagnostic and/or psychological services that meet	
54	their needs and guarantee their right not to be abused while	
55	incarcerated. The Association further believes that individuals	
56	with cognitive disabilities should not be subjected to capital	
57	punishment. (1989, 2015)	72
58		
59	I-44. Care and Protection of Persons with Mental	
60	Health Disorders	
61	The National Education Association believes that it is soci-	
62	ety's responsibility to provide quality care for persons who have	
63	mental health disorders. Such persons should have access, as	
64	needed, to diagnosis, primary hospital care, outpatient services,	
65	necessary medication, social services, and housing in the least	73
	restrictive environment. Financial assistance for such care	74
	should be based upon the ability of the individual to pay.	75
	The Association also believes that individuals with men-	76
	tal disabilities who have committed criminal offenses should	77
	receive all diagnostic and/or psychological services that meet	78
	their needs and guarantee their right not to be abused while	79
	incarcerated.	80
	The Association further believes that individuals with men-	81
	tal disorders should not be subject to capital punishment. (1986,	82
	2015)	83
		84
	I-45. Military Veterans	85
	The National Education Association believes that many	86
	veterans of military conflicts are suffering physical, social, and	87
	psychological problems due to their involvement in combat and	88
	related military activities. The Association also believes that	89
	all military personnel and veterans should have comprehensive	90
	and timely access to appropriate and necessary medical care.	91
	The Association supports federal and state increases in benefits	92
	and programs, including retirement benefits, for these military	93
	veterans and their dependents to meet their needs. (1981, 2016)	94
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1	awareness of such policies and practices and to actively work to	
2	eliminate them. (1998, 2015)	
3		
4	I-49. Civility in Public Discourse	
5	The National Education Association believes that American	
6	institutions in both the public and private sectors should foster	
7	a culture that promotes universal respect for all people and that	
8	strongly discourages demeaning characterizations of people in	
9	relation to their race, ethnicity, religion, nationality, political	
10	affiliation, gender, sexual orientation, gender identity, size, or	
11	disability. (2008, 2010)	
12		
13	I-50. Use of Prejudicial Terms and Symbols	
14	The National Education Association believes prejudice	
15	is deplorable and the use of names, symbols, caricatures,	
16	emblems, logos, and mascots that promote prejudice should be	
17	discontinued. (1992, 2015)	
18		
19	I-51. Hate-Motivated Violence	
20	The National Education Association believes that acts or	
21	threats of hate-motivated violence, including, but not limited	
22	to, physical and verbal violence against individuals or groups	
23	because of their race, color, national origin, religion, gender,	
24	sexual orientation, gender identity, age, disability, size, marital	
25	status, or economic condition are deplorable. The Association	
26	also believes that federal, state, and local governments and	
27	community groups must oppose and eliminate hate-motivated	
28	violence and that current events and/or economic conditions	
29	should not diminish such opposition. (1991, 2015)	
30		
31	I-52. Right of Redress for Descendants of Slaves	
32	The National Education Association believes that slavery,	
33	forced servitude, and/or the ownership of a human being are	
34	gross violations of human rights and unacceptable in a civilized	
35	society.	
36	The Association also believes that the history of slavery in	
37	the United States was a grievous crime against humankind that	
38	has contributed to a continuance of institutional racism.	
39	The Association further believes that the descendants of	
40	those subjected to slavery in the U.S. have the right to redress	
41	for the injustices inflicted upon their ancestors. (2008, 2015)	
42		
43	I-53. Deprivation of Human Rights of Indigenous	
44	People	
45	The National Education Association believes that it is	
46	deplorable for government entities to allow, sanction, or partici-	
47	partate in the slaughter and displacement of indigenous people,	
48	including any practice that violates treaties, forcibly relocates,	
49	and/or forces compulsory out-of-home placements regarding	
50	life and education.	
51	The Association also believes that any attempt to deprive a	
52	group from life, land, resources, or culture is immoral.	
53	The Association further believes that formal apologies are	
54	long overdue to the indigenous people of the United States and	
55	its territories and protectorates. (2009, 2010)	
56		
57	I-54. Violence Against and Exploitation of Asians/	
58	Pacific Islanders	
59	The National Education Association opposes the expression	
60	of covert and overt sentiments, threats, and incidents of racially	
61	motivated physical and/or verbal violence toward Asians/	
62	Pacific Islanders. The Association believes that community-	
63	based educational programs should be developed by local	
64	school systems in conjunction with Asian/Pacific Islander	
65	groups to eliminate this violence. The Association supports	
	clear and consistent law enforcement to protect the civil and	66
	human rights of the victims of such violence.	67
	The Association also opposes the exploitation of women as	68
	mail-order brides. (1984, 1999)	69
		70
	I-55. Internment/Containment Policies	71
	The National Education Association recognizes that restric-	72
	tive and/or punitive action based on race or national origin is	73
	a violation of constitutional guarantees and is repugnant to the	74
	American ideals of life, liberty, and property.	75
	The Association condemns the practice of internment/	76
	containment of racially identifiable segments of our newly	77
	immigrated and current populations. (1982, 1998)	78
		79
	I-56. Repatriation of American Indian/Alaska	80
	Native Remains	81
	The National Education Association believes in the dignity	82
	of the dead and encourages laws to prevent the robbing of	83
	graves.	84
	The Association also believes that the remains of thousands	85
	of American Indians/Alaska Natives in storage throughout the	86
	United States should be returned for interment to the tribes	87
	and/or areas from which they were taken. The Association fur-	88
	ther believes that American Indian/Alaska Native sacred items	89
	in museum collections should be returned to the tribes of their	90
	origin. (1989, 2008)	91
		92
	I-57. Linguistic Diversity	93
	The National Education Association believes that, although	94
	English is the language of political and economic communi-	95
	cation in the United States, efforts to legislate English as the	96
	official language disregard cultural pluralism; deprive those in	97
	need of education, social services, and employment; and must	98
	be challenged.	99
	The Association recognizes the importance of an individ-	100
	ual's native language and culture and the need to promote and	101
	preserve them through instruction, public service announce-	102
	ments, and all other forms of communication. (1987, 2004)	103
		104
	I-58. Inclusive Medical Studies	105
	The National Education Association believes that women	106
	and members of racial minority groups must be included in the	107
	samples of all medical studies, surveys, and research purport-	108
	ing to yield results applicable to all segments of a population.	109
	(1991)	110
		111
	I-59. Sexual Harassment	112
	The National Education Association recognizes that sexual	113
	harassment is a form of sex discrimination or abuse.	114
	The Association believes that students and education	115
	employees should be protected from sexual harassment, which	116
	is a form of sex discrimination. The Association encourages its	117
	affiliates to work with local school districts and institutions of	118
	higher education to—	119
	a. Establish strong policies defining and prohibiting sexual	120
	harassment	121
	b. Develop educational programs designed to help people	122
	recognize, understand, prevent, combat, and eliminate	123
	sexual harassment	124
	c. Develop and publicize a grievance procedure that	125
	encourages the reporting of incidents of sexual harass-	126
	ment, resolves complaints promptly, and protects the	127
	rights of all parties	128
	d. Form and train support groups to assist in the counseling	129
	of targets of alleged sexual harassment. (1988, 2016)	130

1 I-60. Equal Opportunity for Women	66
2 The National Education Association believes that all	67
3 persons, regardless of gender, must have equal opportunity for	68
4 employment, promotion, compensation (including equal pay for	69
5 comparable worth), and leadership in all activities.	70
6 The Association supports an amendment to the U.S. Consti-	71
7 tution (such as the Equal Rights Amendment) that guarantees	72
8 that equality of rights under the law shall not be denied or	73
9 abridged by the United States or by any state because of gender.	74
10 The Association urges its affiliates to support ratification of	75
11 such an amendment. The Association also supports the enact-	76
12 ment and full funding of the Women’s Educational Equity Act.	77
13 The Association also believes that the Equal Employment	78
14 Opportunity Commission must have cease-and-desist authority	79
15 to act in all cases of discrimination based on race, creed, color,	80
16 age, national origin, sexual orientation, gender identity, and	81
17 gender.	82
18 The Association further believes that governing boards and	83
19 education associations must eliminate discriminatory practices	84
20 against women in employment, promotion, and compensation.	85
21 Personnel policies must include family leave, maternity leave,	86
22 paternity leave, leave for adoption of a child, child-care leave,	87
23 and professional leave that encourages women to participate in	88
24 professional growth experiences and to prepare for administra-	89
25 tive and executive positions.	90
26 The Association believes that national, state, and local agen-	91
27 cies should consider research specifically related to women and	92
28 their health problems and concerns.	93
29 The Association also believes that professional associations	94
30 at all levels should adopt policies that ensure women equal	95
31 access to elective, appointive, and staff positions.	96
32 The Association further believes in the establishment of	97
33 women’s education committees in local and state affiliates as a	98
34 vehicle for implementation of equal opportunity for women.	99
35 The Association believes that sexism and sex discrimination	100
36 must be eliminated and endorses the use of nonsexist language.	101
37 (1969, 2002)	102
38	103
39 I-61. Personal Relationships in Higher Education	104
40 The National Education Association recognizes that in	105
41 institutions of higher education adult students and education	106
42 employees may establish personal relationships. However, such	107
43 relationships should be voluntary and not be used to coerce or	108
44 influence others for personal advantage. Thus, the Association	109
45 believes that sexual relationships between a faculty member	110
46 and a student currently enrolled in the faculty member’s course,	111
47 or under the supervision or direction of any higher education	112
48 employee, are unprofessional. The Association encourages its	113
49 affiliates in institutions of higher education to seek the estab-	114
50 lishment of strong policies declaring such relationships unpro-	115
51 fessional. (1989, 1998)	116
52	117
53 I-62. Businesses Owned by Minorities and/or	118
54 Women	119
55 The National Education Association believes that businesses	120
56 owned by minorities and/or women should be encouraged. The	121
57 Association also believes that the federal government should	122
58 initiate and continue policies that encourage businesses owned	123
59 by minorities and/or women. (1989, 2004)	124
60	125
61 INTEGRATION AND DESEGREGATION	126
62	127
63 I-63. Integration in the Public Schools	128
64 The National Education Association believes that it is imper-	129
65 ative that full integration of the nation’s schools be effected.	130
The Association recognizes that acceptable integration	66
plans will include affirmative action programs and a variety of	67
devices, such as geographic realignment, pairing of schools,	68
grade pairing, and satellite and magnet schools. Some arrange-	69
ments may require busing of students in order to comply with	70
established guidelines adhering to the letter and spirit of the law.	71
The Association urges its affiliates to encourage school	72
boards to study and consider seriously the negative impact on	73
minority students when schools located in minority neighbor-	74
hoods are targeted for closing.	75
The Association will assist its affiliates to ensure that educa-	76
tion employees, parents/guardians, and students are involved in	77
the development of plans designed to achieve integration. The	78
Association also believes that state and federal agencies should	79
provide funds necessary to implement integration programs,	80
including funds for student transportation. The Association also	81
urges participation in citizen advisory committees—consist-	82
ing of members designated by the local education association,	83
parents, and representatives of community organizations,	84
business, clergy, and media—that reflect the ethnic makeup of	85
the community in developing, implementing, and evaluating	86
student desegregation plans.	87
The Association further believes that integrated schools	88
must provide students with equal access to all curricular and	89
extracurricular programs and to technological equipment and	90
knowledge.	91
The Association opposes any attempts to delay or impede	92
implementation of desegregation orders and will, therefore,	93
resist all efforts to resegregate integrated schools. The Associa-	94
tion also opposes any governmental attempts to resegregate	95
public schools through any means, including vouchers, char-	96
ters, and other school-choice initiatives.	97
The Association will continue to oppose vigorously the	98
systematic displacement or demotion of minority, especially	99
Black, teachers and administrators to achieve integration. The	100
Association further opposes actions of boards of education to	101
finance integration plans through reduction of school staff. In	102
addition, the Association will oppose the capricious reassign-	103
ment and displacement of Hispanic teachers and administrators	104
because of desegregation and bilingual programs. (1969, 2004)	105
	106
I-64. Ethnic-Minority Educators	107
The National Education Association believes that ethnic-	108
minority educators are essential to the operation of schools,	109
thus encouraging local and state affiliates, Department of	110
Defense Education Activity (DoDEA), and appropriate govern-	111
mental bodies and agencies to work to achieve and maintain	112
ethnic diversity in all categories of educational employment.	113
(1979, 2015)	114
	115
J. OBTAIN FOR ITS MEMBERS THE BENEFITS	116
OF AN INDEPENDENT, UNITED EDUCATION	117
PROFESSION	118
	119
STRONG EFFECTIVE ASSOCIATIONS/	120
AFFILIATES	121
	122
J-1. Strong Professional Associations	123
The National Education Association believes that an inde-	124
pendent and professional organization is vital to its members	125
and affiliates. This independence must be safeguarded in any	126
alignments with other organizations.	127
The Association also believes that the unified effort of a pro-	128
fessional organization promotes the interests of its members and	129
advances a strong, healthy educational environment. (1974, 2004)	130

1 J-2. Supporting Locals in Jeopardy	
2 The National Education Association believes that assistance	
3 should be afforded to those affiliates that exist within concen-	
4 trated territories of competing organizations. The Association	
5 encourages its affiliates to initiate and support programs that	
6 will strengthen and enhance the local organizational structure	
7 and promote membership growth within the Association. Con-	
8 tinuous communications and cooperation of local, state, and	
9 national bodies are keys to the success of the local affiliates in	
10 building solid professional organizations.	
11 The Association also believes that assistance should be	
12 given to those local affiliates that have been targeted for take-	
13 over by competing organizations and/or the object of “associa-	
14 tion busting.”	
15 Members of affiliated locals that are not the bargaining	
16 agent must be provided an effective means of processing griev-	
17 ances. (1976, 2015)	
18	
19 MEMBERSHIP PARTICIPATION	
20	
21 J-3. Membership Participation in the Association	
22 The National Education Association believes that every	
23 member has the right and obligation to participate fully in the	
24 Association without fear, intimidation, retribution, or any forms	
25 of bullying.	
26 The Association also believes that school policies should	
27 provide release time without loss of pay to those who are fulfill-	
28 ing leadership responsibilities, attending meetings, or partici-	
29 pating in other Association activities.	
30 The Association further believes that all members have the	
31 right to receive union communications at their work sites from	
32 their local, state, and national associations.	
33 The Association supports and encourages, whenever possi-	
34 ble, policies and practices such as affordable child care services	
35 so that members with children may have improved opportuni-	
36 ties to participate in Association activities. (1969, 2015)	
37	
38 J-4. Minority Participation in the Association	
39 The National Education Association believes that at every	
40 phase of governance and on all decision-making levels of the	
41 Association there should be minority participation at least pro-	
42 portionate to the identified ethnic-minority population of that	
43 geographic level.	
44 Ethnic minorities should be included as candidates for	
45 positions at all levels. The Association should promote minor-	
46 ity participation in program development and should employ	
47 minorities and women in staff positions consistent with Asso-	
48 ciation affirmative action policies.	
49 The Association also believes that its affiliates should main-	
50 tain a commitment to organizational policies and programs that	
51 promote the training and involvement of minorities at all levels	
52 of the organization.	
53 The Association further believes that there is a need for	
54 systematic evaluation of minority participation at all levels.	
55 (1972, 1996)	
56	
57 J-5. Student Member Participation	
58 The National Education Association believes that eligible	
59 students should have the opportunity to join the Association.	
60 The Association also believes that students should be encour-	
61 aged to participate in the Association at the local, state, and	
62 national levels. Preprofessional and leadership training should	
63 be priorities.	
64 The Association further believes that its members should	
65 promote membership in the NEA Student Program to all	
eligible students, including student teachers in members’	66
classrooms, and provide opportunities for community outreach,	67
professional development, and political action. The Associa-	68
tion believes that advisors of NEA Student chapters should be	69
members of the Association.	70
The Association believes that state affiliates should facilitate	71
the establishment of student chapters in all higher education	72
institutions that offer teacher preparation programs.	73
The Association also believes that local and state affiliates	74
should collaborate with student programs in order to facili-	75
tate the transition from student to professional membership	76
status within the Association so that Student members become	77
involved in the activities and leadership pathways of the profes-	78
sional Association and its affiliates. (1991, 2006)	79
	80
J-6. Retired Member Participation	81
The National Education Association believes that Retired	82
members are a valuable asset and should be active participants	83
within the Association at the national, state, and local levels.	84
The expertise of Retired members should be utilized in all	85
areas of the Association.	86
The Association also believes that its members should	87
promote membership in the Retired Program to all eligible	88
members. (1976, 2013)	89
	90
J-7. Promotion of Teaching as a Career Choice	91
The National Education Association supports the establish-	92
ment of organizations involving students interested in the field	93
of education as a profession. The Association believes that its	94
state and local affiliates should promote the establishment of	95
such organizations at all age levels and encourage its members	96
to serve as advisers.	97
The Association also believes that state and local affiliates	98
should strive to build cooperative relationships and partnerships	99
with government, business, and community leaders to promote	100
the field of education as a profession and as a vital role in every	101
community. (1980, 2006)	102
	103
GLOBAL EDUCATION PROFESSION	104
	105
J-8. Universal Education Employee Rights	106
The National Education Association supports the efforts of	107
all associations of education employees in the world to secure	108
basic rights for their members. The Association commends	109
those education employees and students around the world who	110
champion academic freedom and campaign against illiteracy,	111
especially when their activities must be conducted under	112
oppressive and often life-threatening conditions.	113
The Association stands ready to help all associations of	114
education employees obtain their basic rights as listed in the	115
NEA resolutions.	116
The Association condemns all governments for their roles	117
in any acts of injustice against education employees and their	118
organizations and, thus, the children and youth of those coun-	119
tries. The Association urges the U.S. government to refrain	120
from supporting any governments that suppress academic	121
freedom and literacy.	122
The Association also urges the U.S. government to refrain	123
from any plan for overt or covert action that would destabi-	124
lize or overthrow any government or would adversely affect a	125
government’s successful campaign to improve literacy, equal	126
education support, health care, and living and working condi-	127
tions. (1981, 1995)	128
	129
	130

1	J-9. Organizations of Other Nations	66
2	The National Education Association believes that a strong	67
3	international community of education employees is neces-	68
4	sary to promote international understanding and to defend the	69
5	interests of education employees in all countries. The Associa-	70
6	tion actively supports Education International and will continue	71
7	to cooperate with professional education organizations of other	72
8	nations. (1969, 1995)	73
9		74
10		75
11		76
12		77
13		78
14		79
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2016–2017 NEA RESOLUTIONS COMMITTEE ROSTER

ALABAMA

Caiola, Michelle	Chelsea	caiola.teach@gmail.com
Pierson, Bobby	Montevallo	Qomega4@charter.net
Wesley, Jr., Michael	Birmingham	mww2@hotmail.com

ALASKA

Todd, Janine	Delta Junction	akteacher81@gmail.com
--------------	----------------	-----------------------

ARIZONA

Ireland, Dan	Tucson	corvair_lover@q.com
--------------	--------	---------------------

ARKANSAS

Nichols, Audrey	Little Rock	audreynichols@gmail.com
-----------------	-------------	-------------------------

CALIFORNIA

Aguilar, Jesse	Bakersfield	jmaguilar508@gmail.com
Biller, Gypsy	Tustin	gbiller@tustin.k12.ca.us
Catanzarite, Katherine	Santa Rosa	rete45r@yahoo.com
Chan, Linda	Glendora	linda.chan@gmail.com
Evans, Eleanor	Oceanside	e-evans@cox.net
Faunteleroy, Chantaine	Hayward	tinachrissy@sbcglobal.net
Fong, Mary	Modesto	maryjfong@gmail.com
Guzman, Ed	San Fernando	guzmanej@hotmail.com
Luevand, Ruth	San Dimas	ruthsmithbarlow@hotmail.com
McCroskey, Tara	Sacramento	tarajeane325@gmail.com
Mumy, Heather	Sunnyvale	rjaackpass@yahoo.com
Ortiz, Luciano	Oxnard	luckyljo@yahoo.com
Payne, Jacquella	Chino Hills	nurseangell@gmail.com
Powell, Reginald	Indio	rpowell@dc.rr.com
Scott, Elgin	Long Beach	demoedu@msn.com
Spencer, Toby	Sacramento	tobyspencer73@gmail.com

COLORADO

Banning, Susan	Center	Bannism10@live.com
Wilson, Amber	Denver	mysticad@hotmail.com

CONNECTICUT

Gale, Kathleen	Stamford	kathleen.gate58@gmail.com
Klein, Miriam	Canton	Miriamklein512@gmail.com

DELAWARE

Wilt, Jeannette	Wilmington	jeannettewilt@verizon.net
-----------------	------------	---------------------------

FEDERAL

Horton, Melanie	FPO	avi8trx@aol.com
-----------------	-----	-----------------

FLORIDA

Hampshire, Felecia	Green Cove Springs	carimenia@gmail.com
Hernandez, Ricky	Titusville	brevardfyre@outlook.com
Morgan-Williams, Gilda	West Palm Beach	gmorwil@aol.com
Plonta, Florencine	Tampa	fplonta@gmail.com

GEORGIA

McCraw, Annette	Fayetteville	jazzeejuice@yahoo.com
Williams, Stephen	Rome	stephenlwilliams@bellsouth.net

HAWAII

Patten, Julie	Waianae	alohaboo@hawaii.rr.com
---------------	---------	------------------------

IDAHO

Hoy, Margaret	Twin Falls	phoy3d3k@gmail.com
---------------	------------	--------------------

ILLINOIS

Biancheri, Amy	Batavia	amy.biancheri@gmail.com
Caballero, Adriana	Oak Park	maestra.caballera@gmail.com
Gilmore, Anne	Geneva	agilmore1@gmail.com
Hiser, Matthew	Champaign	hiser.matt@gmail.com
Hogan, Kelli	Geneva	kellit1961@yahoo.com
Williamson, Michael	Crystal Lake	lead300president@gmail.com
Wright, Bradley	Dyer	mgbrad@sbcglobal.net

INDIANA

Herring, Marcie	Frankfort	marcie.billingsley@gmail.com
Studt, Randall	Lafayette	gnwmann@aol.com

IOWA

Earleywine, Sara	Marshalltown	sara.earleywine@gmail.com
Muta, Kim	Council Bluffs	kmclaughlin2009@gmail.com

KANSAS

Hoss, Ronda	Overbook	rl_hoss@yahoo.com
Lewis, Roberta	Fort Scott	bert_lewis99@hotmail.com

KENTUCKY

Chester-Burton, Beverly	Louisville	beverly.chesterburton@jefferson.kyschools.us
Inglish, Luke	Benton	lukeinglish@gmail.com

LOUISIANA

Mills, Tia	Baton Rouge	ttrumain@hotmail.com
------------	-------------	----------------------

MAINE

Verney, Sonya	Newcastle	sveabb@gmail.com
---------------	-----------	------------------

MARYLAND

Christy, Donna	Brooklyn	all.4.alina@gmail.com
Cramer, Emily	McSherrystown	emily.a.cramer@gmail.com
Henderson, James	Windsor Mill	jhenderson3@bcps.org
Lane, Tawana	Indian Head	tawanarlane@gmail.com

MASSACHUSETTS

Dunn, Brenda	Monson	brendalina57@yahoo.com
Gesualdo, Deborah	Danvers	deborah.gesualdo@gmail.com
Quarles, Janelle	Roslindale	janelle9456@yahoo.com
Shivers, Candace	Webster	cshivers33@gmail.com
Tracy, Kristen	Stow	kmatracy@gmail.com
Travers, Robert	Cambridge	mta.esp@comcast.net

MICHIGAN

Eke, Maureen	Mt. Pleasant	diva1meke@gmail.com
Mackey, Marcia	Rosebush	macke1mjc@cmich.edu
Lamb, Jennifer	West Bloomfield	lamb.jenni@gmail.com
Pakledinaz, John	Farwell	jpakcmu@gmail.com
Sherwood, Allan	Battle Creek	asherwood2@sbcglobal.net
Shoultz, Debra	Troy	bhoppamea@yahoo.com

MINNESOTA

Lendt, Rose	Litchfield	rlendt@isd465.org
Lundgren, Jennifer	Maplewood	jenny.lundgren@mac.com
Mobeck, Mary	Chaska	mobeckm@gmail.com

MISSISSIPPI

Jones, Arthur	Byram	arthurj.jones@gmail.com
---------------	-------	-------------------------

MISSOURI

Colquitt, Janette	St. Charles	jnetcolquitt@gmail.com
Doyle, Netty	Kansas City	ineapresident@gmail.com

MONTANA

Enebo, Laurie	Glasgow	enebo@nemont.net
---------------	---------	------------------

NEBRASKA

Edquist, Marsha	Omaha	maedquist@cox.net
Miller, Bobby	Omaha	rrmiller3@gmail.com

NEVADA

Bennett, Sue	Reno	smbennett@washoeschools.net
Storm, Johanna	Las Vegas	jjstorm@me.com

NEW HAMPSHIRE

Mosley, Maxine	Manchester	mmosley929@comcast.net
----------------	------------	------------------------

NEW JERSEY

Bayley, Charlotte	Oak Ridge	cbayley@njea.org
Brathwaite, Brenda	Absecon	bbrathwaite@njea.org
Buono, Michele Shields	New Brunswick	mshields@aol.com
Griffin, Ryan	Collingswood	vicepres1@gceanj.org
Innis, Esther	Teaneck	einnis@njea.org
Morton, Michael	Millville	g3enterprises@hotmail.com
Schirmer, Paul J.	Cape May	capeshterminator@hotmail.com
Williams, Alvin	Newark	alvin.williams@verizon.net

VACANCY

NEW MEXICO

Young, Danille	Farmington	danielleyoung@yahoo.com
----------------	------------	-------------------------

NEW YORK

Astrowsky, Robert	New York	badodger@aol.com
Durio, Selina	Deer Park	sydurio@aol.com

NORTH CAROLINA

Hogarth, Arielle	Mebane	eeutf05@gmail.com
Lessane, Eyanna Renee	Lewisville	eyales36@aol.com

NORTH DAKOTA

Seehafer, Brenda	Drake	brendaseehafer@yahoo.com
------------------	-------	--------------------------

OHIO

Ammons, Jamel	Columbus	ammonsjc@aol.com
Baker, Meisha	Oberlin	meishadbaker@gmail.com
Fortman, Michael	Centerville	fortmanmdfortman@aol.com
Jackson, Deborah	Loveland	dljackson@fuse.net
Mize, Geoff	Westerville	hshisteach@yahoo.com
Vivolo, Kim	Lakewood	kvivolo@sehs.net

OKLAHOMA

Holtzen, Matt	Enid	mdholtzen@sbcglobal.net
---------------	------	-------------------------

OREGON

Jolly, Patricia	Beaverton	pjolly36@gmail.com
Keefauver, Ericka	Hermiston	ekeefau@wgu.edu

VACANCY

PENNSYLVANIA

Bennett, Maria	Levittown	mbenn.lop332@gmail.com
Blaus, Dawn	Mercer	dblaus913@windstream.net
Crocco, Diane	King of Prussia	colonialESPA@aol.com
Dillon, Susan	Donora	dillon.susan@comcast.net

PENNSYLVANIA (continued)		
Flood, Theresa	Collegeville	theresa.flood@gmail.com
Kearney, Timothy	Coopersburg	cbreez1840@epix.net
Mlakar, Ruth Ann	Sharon	ramlakar@hotmail.com
Mowery, Lori	Lewistown	lmmowery@gmail.com
RHODE ISLAND		
Harris, Frances	Smithfield	franharris68@gmail.com
SOUTH CAROLINA		
Simmons, Jacqueline	Lake City	homey2U@hotmail.com
SOUTH DAKOTA		
Randle, Darcy	Rapid City	darcy.randle@mail.com
TENNESSEE		
Buchanan, Melanie	Nashville	melanie.buchanan@rocketmail.com
Stokes, Danette	Memphis	dmk1908@yahoo.com
TEXAS		
Seaton, Susan	San Marcos	sanmarcoseducators@gmail.com
Walker, Sheila	Dallas	possession41@yahoo.com
Watkins, Angel	San Antonio	angelwatkins223@gmail.com
UTAH		
Baca, Brandon	South Ogden	brandonbaca@aol.com
Tanner, Jennifer	Bountiful	jenntannerjt@gmail.com
VERMONT		
Guros, Chris	Burlington	chrisguros@gmail.com
VIRGINIA		
Carey, Miles	Washington	carey.miles@apsva.us
Dews, Angela	Richmond	amdews@yahoo.com
Ronco, Charles	Nokesville	charlesronco@gmail.com
WASHINGTON		
Bort, Jeremy	Renton	jmbort@gmail.com
Dauble, Julianna	Renton	juliannakd@gmail.com
Jones, Marguerite	Federal Way	mjon368@aol.com
Maiorca, Lynn	Vancouver	lmaiorca@washingtonea.org
WEST VIRGINIA		
Burns, Lucinda	Cross Lanes	lucindaburns0809@gmail.com
WISCONSIN		
Knapp, Anne	Kenosha	anne.knapp50@gmail.com
Muhammad, Bramouse	Milwaukee	bmuhammad1@yahoo.com

WYOMING

Uhling, LeAnn	Saratoga	leannuhling@gmail.com
---------------	----------	-----------------------

STUDENT

Elia, Anthony	Fair Lawn, NJ	eliaa2@tcnj.edu
Kreidler, Rebecca	Mt. Prospect, IL	rkreidler@iuc.edu
Wright, Paige	Vermillion, SD	paige.wright@coyotes.usd.edu

NEA RETIRED

Dill, Ross	Sterling, IL	rossjudyd@gmail.com
Green, Charlotte	Greeley, CO	chan@unidial.com
Hatley, Sandra	Hickory, NC	sandra646@embarqmail.com
Kardon, Sidney	Huntington Woods, MI	sidkardon@gmail.com
Moss, Ron	Chattanooga, TN	romo25@bellsouth.net
Rohde, Judy	Shoreview, MN	jrohde@isd622.org

HIGHER EDUCATION AT-LARGE

Atherley, Monique	Bayside, NY	monique.atherley5@gmail.com
Hall, Phyllis	Westminster, CA	phall@lbcc.edu drhomegirl@msn.com

EDUCATION SUPPORT PROFESSIONAL AT-LARGE

Bedeau, Lakilia	Paducah, KY	lakiliabedeau@yahoo.com
Brown, Percy	Ypsilanti, MI	pbrown@mea.org
Chandler, Debby	Spokane, WA	jeffdebbychandler@yahoo.com
Edwards, Gwendolyn	Manassas, VA	gwen@love2travl.com
Fay, Jean	Amhurst, MA	kteacher19@comcast.net
Hill, Carmen	St. Louis, MO	mscarmen7@yahoo.com
Hynson, Shane	Henderson, MD	shanehynson@gmail.com
Jensen, Bridget	Kayville, UT	Bridgetjensen@hotmail.com
Martin, Richard	Tomball, TX	Mrt19@gmail.com

EDUCATION SUPPORT PROFESSIONAL AT-LARGE (continued)

Moix, Jason	Greenbriar, AR	jmoix@yahoo.com
Roots, Terri	Ventura, CA	teriroots@sbcglobal.net
Thompson, Charles	Philadelphia, PA	cthomp7344@aol.com

INTERNAL EDITING COMMITTEE

Noble, Ralph, <i>Chair</i>	Ringgold, GA	noble@catt.com
Dudley, Theresa	Grand Rapids, MI	tdudley@mea.org
Hoyt, Cindy	Raleigh, NC	neacindy@bellsouth.net
Olson, Heidi	Ewing, NJ	holson@njea.org
Stafford, Rachel	Mesa, AZ	rejbc@hotmail.com
