

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2016–2017 NEA RESOLUTIONS COMMITTEE**

NEA Representative Assembly

July 2–5, 2017

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The *Report of the 2016–2017 NEA Resolutions Committee* contains all proposed revisions approved by the committee at both its winter meeting and summer meetings. The report is distributed to delegates on the morning of the first day of the Representative Assembly. Resolutions contained in this report represent the final recommendations of the committee.

NOTE:

Bold italic indicates proposed new copy

[Bold brackets] indicate proposed deleted copy

Dates in parentheses after each resolution represent the years that the resolution was first adopted and last amended. If only one year is shown, the resolution has not been amended since its adoption. Proposed new resolutions are accorded the single year of (2017).

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1 **A-1. Public Education**

2 [The National Education Association believes that public educational opportunities for every American must be
3 preserved and strengthened.] *The National Education Association believes that continued success of the United
4 States as a participatory democracy and as a world leader is dependent upon a shared national, state, community,
5 and individual commitment to excellence in public education.*

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

12 [The Association further believes that each] *Therefore, each* state must maintain a system of public education
13 that prepares its citizens to—

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

26 [The Association believes that its members should support public education by sending their children to public
27 educational institutions.] (1969, 2012)

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

29 The National Education Association believes that each student has the right to a free public education suited to
30 the needs of the individual and guaranteed by state constitutions and the United States Constitution. *Public
31 educational opportunities for every American must be preserved and strengthened.* [Education is a lifelong process,
32 and public education serves a constituency that embraces all age groups.] Access to, and opportunities for,
33 postsecondary education should be widely available, and no qualified student should be denied such opportunities
34 because of financial considerations.

35 The Association also believes that all schools must be accredited under uniform standards established by the
36 appropriate agencies in collaboration with the Association and its affiliates, and that the accreditation process must
37 provide sufficient flexibility to enable individual schools to achieve educational excellence and respond to the needs
38 of their students and community. The development of a periodic review of locally established programs should
39 involve community members, parents/guardians, students, teachers, and education support professionals. (1969,
40 2014)

41 **[A-3. Excellence in Education**

42 The National Education Association believes that continued success of the United States as a participatory
43 democracy and as a world leader is dependent upon a shared national, state, community, and individual commitment
44 to excellence in education. The Association also believes that excellence in education requires that students achieve
45 mastery of learning so that they have the ability to use what has been taught and have command of subjects sufficient
46 for problem solving, decision making, and further educational growth. The Association supports high standards for
47 teaching and learning in which the student becomes an active participant in the mastery process.
48 The Association further believes that sufficient resources, interventions, and program alternatives must be provided
49 for the proper placement of each student. (1983, 2004)]

50
51

1 **A-4. [Understanding and Support of Public Education] *Shared Responsibility for Support*** 2 ***of Public Education***

3 The National Education Association recognizes its responsibility to promote an understanding of the history and
4 continuing importance of public education and to support public education and public education employees. The
5 Association encourages wide community and parental participation in achieving and maintaining educational
6 excellence. The Association believes that school boards and other stakeholders also have a responsibility to promote
7 public understanding of the importance of public schools. (1969, 2014)

8 **A-6. Parental Involvement**

9 The National Education Association believes that a community engaged in the life of its public schools is
10 paramount to the future of public education. [The Association also believes that a strong partnership must be formed
11 among parents/guardians, schools, the Association, and the community to address the mutual interests of the entire
12 community. The Association further believes that parents/guardians] ***Parents/guardians*** who are active participants
13 in the education of their children increase the likelihood of the achievement of educational excellence. ***In***
14 ***coordination with other stakeholders***, [Parents/guardians, teachers, other education employees, school board
15 members, and the community and] ***parents/guardians*** must set high expectations for student behavior and academic
16 success and provide the encouragement and support for each student to achieve his or her full potential.

17 The Association [strongly opposes so-called “trigger” laws which circumvent authentic parental and community
18 involvement] ***believes that laws which circumvent authentic parental and community involvement are detrimental***
19 ***to the partnership between parents and educators.***

20 The Association believes that innovative programs should be developed and resources committed to promote and
21 increase family and community involvement in public schools and to promote and increase the involvement of
22 education employees in the community. The Association encourages its affiliates to work collaboratively with the
23 community in establishing such programs and finding the resources necessary to make the programs successful.

24 The Association also believes that parents/guardians should be encouraged to visit their children’s schools and
25 communicate with their children’s teachers and other education employees with whom the children have daily
26 contact. In addition, schools should communicate with parents/guardians in their native language. The Association
27 further believes that parents/guardians, students, community members, teachers, other education employees, and
28 school board members should promote the collaborative successes between the school and the community. (2001,
29 2015)

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

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

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

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

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

- 6 a. All teachers working in publicly funded preschool programs hold a bachelor’s degree in child development
7 and/or early childhood education
- 8 b. All instructional assistants working in publicly funded preschool programs hold an Associate’s degree in
9 child development or early childhood education
- 10 c. Lead teachers in private child care centers hold a minimum of an Associate’s degree in child development or
11 early childhood education
- 12 d. All teaching assistants in private child care centers hold a minimum of a Child Development Associate
13 (CDA) or a state-issued certificate that meets or exceeds CDA requirements.

14 States should develop incentives and supports to enable teachers and education support professionals currently
15 working in early childhood programs to obtain the recommended credentials without compromising the quality of
16 education and care that children receive and without substantially increasing the cost of care to parents.

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

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

25 The Association supports regulations requiring children starting kindergarten to have reached age five at the
26 beginning of a kindergarten program.

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

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

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

37 The Association also believes that the acquisition of the primary language spoken within the home is the
38 foundation for reading skills development. Emerging literacy skills begin with the interaction and communication
39 between children and adults. An increased number of words spoken to a child during language development increases
40 future reading proficiency. The Association further believes that schools and communities should work together in
41 raising awareness of the link between language development and reading skills acquisition.

42 The Association believes that teachers’ efforts to value and promote reading should be supported by
43 parents/guardians, school library media specialists, other education employees, and communities. (1998, 2009)

44 **B-3. Effective Communication**

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

50 The Association also believes that educators’ efforts to value and promote effective communication should be
51 supported by parents/guardians, administrators, other education employees, and communities. (2009)

1 **B-4. Middle School and Junior High School Programs**

2 The National Education Association recognizes the academic, personal, and special needs of the early adolescent
3 or middle school learner.

4 The Association encourages development of a curriculum that establishes realistic academic challenges [that
5 include character development, career, vocational, and technical exploration, and], **promotes** self-awareness [that
6 foster], **and fosters** positive self-esteem.

7 The Association also encourages the development of guidance and counseling programs that stimulate parental
8 and community involvement, and promote health services. (1976, 2010)

9 **B-5. Student Attendance**

10 The National Education Association believes that consistent student attendance in school is vital to academic
11 success. The Association supports the ongoing efforts of schools and educators to minimize tardiness, **truancy**, and
12 other attendance issues. (2013)

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

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

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

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

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

24 **B-20. Discriminatory Academic Tracking**

25 The National Education Association believes that the use of discriminatory academic tracking based on
26 [economic] **socioeconomic** status, ethnicity, race, [or] gender, **gender identity, or special needs** must be eliminated in
27 all public school settings. The Association urges its affiliates to oppose these practices. (1988, 2005)

28
29 **B-21. Equal Opportunities for Women and Ethnic Minorities Through Mathematics and**
30 **Science Education**

31 The National Education Association believes that mathematics and science education provide women and
32 minorities access to equal opportunities and equitable treatment for employment in mathematics and science-related
33 careers.

34 The Association supports the development and maintenance of gender-free and culturally unbiased mathematics
35 and science programs. The Association encourages the recruitment of females and minorities to enroll and participate
36 actively in mathematics and science courses and/or to become professionals in those fields. (1992, 1999)

37 **B-22. Left-Handed Students**

38 [The National Education Association believes that the needs of all students, including left-handed students,
39 should be met. The Association also believes that appropriate governing agencies should provide desks, scissors, and
40 all other materials and instruments necessary for left-handed students to achieve on an equal basis with right-handed
41 students.

42 The Association strongly recommends preservice preparation and staff development for education employees
43 that present strategies for handwriting instruction to left-handed students. Such training should also address
44 sensitizing instructional staff to the needs of left-handed students.]

45 *The National Education Association believes that the needs of left-handed students should be met and that*
46 *appropriate governing agencies should provide materials and instruments necessary for left-handed students.*

47 *The Association recommends that education employees receive professional development as appropriate that*
48 *present strategies for handwriting instruction to left-handed students.* (1979, 2001)

1 **B-23. [Color Vision Deficient Students] *Students with Color Vision Deficiencies***

2 The National Education Association believes that the needs of [all students, including color vision deficient
3 students,] *students with color vision deficiencies* must be met. All educational materials that use color coding for
4 referencing information should be accompanied by an alternate method of identifying these items of information such
5 as numbering or labeling the names of each color.

6 [The Association encourages preservice preparation and staff development for education employees that present
7 strategies for working with color vision deficient students. Such training should also address sensitizing instructional
8 staff to the needs of color vision deficient students.]

9 *The Association strongly recommends that education employees working with students with color vision*
10 *deficiencies receive preservice preparation and staff development that sensitize staff to students' needs.* (2004,
11 2005)

12 **B-24. Student Peer Mentoring Programs**

13 The National Education Association supports student peer mentoring programs that provide [incoming students
14 the opportunity to make a smooth transition to new schools] *the opportunity for academic and social support for all*
15 *students*. The Association believes that student peer mentoring programs should be supervised by appropriate staff
16 [and/or administration]. Such programs should be student-based and ongoing. (2004)

17 **B-29. Gifted, Talented, and Creative Students**

18 The National Education Association believes that there must be educational programs and services for gifted,
19 talented, and creative students, and supports federal and state funding for the education of these students. The
20 Association also believes that there must be well-developed criteria and guidelines for identifying and teaching these
21 students. Such identification must be culturally sensitive and must not discriminate on any basis other than the
22 exceptionality being identified.

23 The Association further believes that *culturally responsive* professional development programs in gifted and
24 talented education must be provided for all appropriate education employees[. This professional development should
25 be culturally responsive].

26 The Association urges its affiliates to promote the development and implementation of [such] services [to] *and*
27 *support for* gifted children and *their educators* [support for all educators working with this special needs
28 population]. (1980, 2007)

29 **B-47. [Vocational, Career, and Technical] *Career and Technical Student Organizations***

30 The National Education Association believes that [vocational, career, and technical student organizations] *career*
31 *and technical student organizations* are [an integral component] *integral components* of [a] quality vocational,
32 career, and technical education [program] *programs*. [Vocational, career, and technical student organizations] *Career*
33 *and technical student organizations* provide *students* opportunities for leadership development, career preparation,
34 and community involvement [for secondary school students]. Active participation in a [vocational, career, and
35 technical student organization] *career and technical student organization* at the national, state, and local levels
36 encourages [young men and women] *students* to [become better prepared] *prepare* for the [multiple] adult roles of
37 wage earner, community leader, and family member. (2001, 2002)

38 **B-55. Science Education**

39 The National Education Association believes that the content in science education must be based on empirical
40 evidence derived from [the scientific method and must include the processes of that method] *valid scientific*
41 *experimentation. Science, although inquiry-based, is verified through repetitive experimentation using the steps of*
42 *the scientific process*. The Association also believes that content and curriculum must be based on the National
43 Science Education Standards of the National Research Council (NRC) and/or the Benchmarks for Science Literacy of
44 the American Association for the Advancement of Science (AAAS). (2005, 2006)

1 **B-74. Technology in the Educational Process[†]**

2 The National Education Association believes that technology in the educational process improves learning
3 opportunities for students, quality of instruction, effectiveness of education employees, and provides opportunities to
4 reduce educational inequities.

5 The Association supports increased federal, state, and local resources, along with public/private partnerships, to
6 fully fund equipment purchases/leases/upgrades, maintenance, technical support, training, evaluation, and staffing to
7 support the full use of technology in public schools, public colleges, and public universities.

8 The Association also believes that—

- 9 a. Education employees must have access to necessary technology for managing and advancing instruction.
10 Such technology must be compatible with and on at least the same level as technology in general use outside
11 education. Further, education employees should be provided training, encouragement, time, and resources to
12 experiment with and to research applications of technology in order to integrate technology into all curricula
13 as a regular part of the instructional day.
- 14 b. Education employees, including representatives of the local affiliate, must be involved in all aspects of
15 technology utilization, including planning, materials selection, implementation, and evaluation. Additional
16 preparation time and ongoing technological support must be granted to teachers using technology to enrich
17 their instruction. Further, classroom teachers, higher education faculty, and library/media specialists must
18 have collaborative planning time.
- 19 c. Teacher preparation in instructional technology, including the development of effective materials, and
20 appropriate instructional strategies must be included in college and university programs.
- 21 d. Ongoing professional development must be provided for education employees in the use, integration, and
22 applications of technologies to enhance instruction.
- 23 e. Instructional technology should be used to support instruction and must be directed by a certified/licensed
24 teacher.
- 25 f. Instructional technology should be used to improve the learning opportunities for students, the quality of
26 instruction, and/or the effectiveness of education employees, rather than to reduce positions, hours, or
27 compensation.
- 28 g. The evaluation of education employees in any technological program should be conducted openly, be
29 tailored to the medium, and meet the requirements of the local collective bargaining agreement or evaluation
30 policy.
- 31 h. The impact of technology[, telecommunications, and distance education] **and digital learning** on education
32 employees should be subject to local collective bargaining agreements.
- 33 i. Education employees' participation in [distance education] **digital learning** must be mutually established in
34 employer policies, locally negotiated agreements, and/or other sources that establish the terms and conditions
35 of employment for education employees.
- 36 j. Education employees should own the copyright to materials that they create in the course of their
37 employment. (1981, 2015)

38 **B-78. [Distance Education] Digital Learning[†]**

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

42 The Association also believes that students who participate in [distance education courses] **digital learning**
43 should receive the preparation and support necessary to enable them to function effectively in an online [or
44 correspondence] environment, which at a minimum should include—

- 45 a. Supervision and instruction provided by fully qualified, certified, and/or licensed educators
- 46 b. Appropriate services, equipment, technical support, libraries, and laboratories
- 47 c. Accurate course descriptions and clear expectations prior to enrollment
- 48 d. Reasonable student to instructor ratios that allow for individualized interaction with instructors
- 49 e. Opportunities for appropriate student-to-student interaction

[†] 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.

- f. Curriculum approved courses comparable to similar courses delivered by traditional means and approved by the state education agency
- g. Courses that are transferable from school to school or for graduation requirements. (1997, 2016)

C-16. Substance Abuse

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

The Association supports—

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

The Association also opposes the illegal use of drugs and substances and believes that severe penalties for illegal production, distribution, and sale should be strictly enforced.

The Association also supports strict enforcement of the legal drinking age and the laws governing the sale of alcoholic beverages in each state and supports federal legislation to establish a uniform legal drinking age of 21.

The Association further supports strict enforcement of laws governing the sale of tobacco *and vaping* products and believes that federal legislation should be established to create a uniform age of 18 for purchase, possession, or use of tobacco products. (1972, 2003)

C-19. Advertising of Alcoholic Beverages, [and/or Tobacco Products] Tobacco, and/or Vaping Products

The National Education Association believes that all forms of advertising of alcoholic beverages, [and/or tobacco products] *tobacco, and/or vaping products* should be eliminated. The Association also believes that individual performers and organizers of concerts and sporting events should refrain from advertising and/or endorsing alcoholic beverages, [and/or tobacco products] *tobacco, and/or vaping products*. (1990, 2002)

C-41. Student Rights and Responsibilities

The National Education Association believes that basic student rights include the right to safe and stable school environments; 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 discrimination; freedom from commercial exploitation, including the payment of subminimum wages; and equal educational opportunity.

The Association also believes that each of these rights carries with it a comparable responsibility. Student responsibilities 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 wholesome 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 organization or institution without the consent of the student and/or parent/guardian.] *The Association further believes that in order to protect the safety of students it is necessary to protect the confidentiality of student information and data. The Association opposes the collection and dissemination of student data by any external organization, company, or institution without the express written consent of the student and/or parent/guardian.*

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

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

The National Education Association believes that strong programs of teacher recruitment are necessary to maintain and enhance the teaching profession. *The Association and its state and local affiliates should promote and support the establishment of organizations involving students of all ages interested in the field of education as a profession and encourage members to serve as advisers.* 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 colleges 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 advantages of attending CAEP-accredited institutions.

Federally financed loan and grant programs should be established 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 education. (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 learning 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 college degree and] fulfill the requirements necessary to become licensed classroom teachers.

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

D-6. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that teacher preparation programs must—

- [a. Involve licensed preK through adult education teachers who are currently practicing in their field of expertise in the design, implementation, evaluation, and systematic change of the program
- b. Involve students preparing to teach in the evaluation and improvement of the program
- c. Involve teacher educators who are licensed and practicing in their field of expertise and who also demonstrate practical knowledge of schools and classroom teaching
- d. Include proactive recruitment practices to diversify the teaching staff
- a. *Involve all stakeholders in the design, implementation, evaluation, and improvement of teacher preparation programs. These stakeholders include licensed preK through adult education teachers and teacher educators who are practicing in their field of expertise and demonstrate practical knowledge of schools and classroom teaching as well as students preparing to teach.***
- [e]b.** Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
- [f]c.** Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques
- [g.** Include instruction and field experience in the uses of appropriate technology for managing and advancing instruction]
- [h]d.** Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide strategies and techniques for teaching and interacting with culturally diverse students
- [i]e.** Include instructional content and experiences that address how economic and/or housing status affect a child's readiness and ability to learn and function in a school setting and that provide specific techniques for teachers who teach children of poverty

- 1 [j]f. [Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge
 2 to assist them in creating a bias-free environment] **Engage students in identifying and addressing internal
 3 and external biases**
- 4 [k]g. Include instructional content and experience in research and information skills, group processes, shared
 5 decision making, strategic planning, the dynamics of intergroup communications, peace and conflict
 6 resolution, human growth and development, the changing role of the family, exceptional behaviors, and
 7 human relations
- 8 [l]h. [Include] **Provide a** variety of field experiences, **including the appropriate use of technology for managing
 9 and advancing instruction**, throughout the preparation program, culminating in clinical practice
- 10 [m]i. Include accurate instructional content on the evolution of professional teacher organizations and the
 11 advances in the areas of job contracts, salary schedules, benefit programs, and working conditions
- 12 [n]j. Include instruction and practical experiences in the processes, strategies, realities, responsibilities, and
 13 challenges of shared decision making, problem-solving, and strategic planning
- 14 [o]k. Include instructional content in awareness and educational programs of all special education areas
 15 recognized by federal law
- 16 [p]l. Provide access to professional and preprofessional organizations related to the education profession and
 17 areas of certification
- 18 [q]m. Provide teacher candidates with resources and practice opportunities to prepare for performance
 19 assessments for licensure/certification
- 20 [r]n. Promote involvement in an NEA Student Program local chapter that provides opportunities for community
 21 outreach, professional development, and political action
- 22 [s]o. Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level
 23 that ensures accreditation is achieved and maintained
- 24 [t]p. Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty
 25 and cooperating teachers. (1970, 2016)

26 **D-15. Professional Development for Education Professionals**

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

- 30 a. Be based upon clearly articulated goals reached by consensus of the school community
- 31 b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- 32 c. Support education professionals in meeting the needs of students
- 33 d. Be incorporated into and aligned with (not added to) professional work expectations
- 34 e. Be standards-referenced and incorporate effective practice, relevant data, and current research
- 35 f. Be supported by adequate resources
- 36 g. Be career-long, rigorous, and sustained
- 37 h. Stimulate intellectual development and leadership capacity
- 38 i. Balance individual priorities with the needs of the school and the district
- 39 j. Be modified in response to feedback from ongoing assessments and participants' evaluations
- 40 k. Preserve regular planning time for teachers
- 41 l. Provide—
- 42 • training and ongoing support for the implementation of new and expanded programs/skills
 - 43 • training and ongoing support in the development of new and revised curricula and instructional
 44 strategies
 - 45 • time during the regular work day and work year for inquiry, research, reflection, and collaboration
 - 46 • time for individual and collaborative study of student data to improve student learning
 - 47 • opportunities for mentoring/peer coaching with colleagues on an ongoing basis
 - 48 • a depth of subject matter knowledge and a greater understanding of the impact of culture, gender,
 49 and learning styles
 - 50 • opportunities to assume new roles and career paths, including leadership positions

- flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
- opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, [and the proper use of Automated External Defibrillators] *AEDs, epinephrine injections, and seizure management*
- training and ongoing support for the use of technology as an instructional tool. (1976, 2016)

D-16. Professional Development for Education Support Professionals

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

Professional development should—

- Be offered to both full-time and part-time education support professionals*
- Be designed, directed, and differentiated to meet the needs of affected professionals at each site*
- Ensure that education support professionals have a decisive voice at every stage of the planning, implementation, evaluation, and modification*
- Be ongoing throughout the school year and made available by both the states and school districts or through community partners such as community colleges, cultural institutions, and business resources.*
- Be offered during regular work hours (on designated school or district professional development days) or compensated when offered outside of regular work hours*
- Be incorporated into and aligned with (not added to) professional work expectations*
- Support education support professionals in meeting the needs of the whole student*
- Be standards-referenced and incorporate effective practices, relevant data, and current research*
- Be supported by adequate resources*
- Be relevant*
- Stimulate intellectual development and leadership capacity*
- Balance individual career goals with the needs of the school and district*
- Provide training and ongoing support for the use of technology. (1998, 2016)*

D-21. Education Employee Evaluation[†]

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

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

[†] 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 unsatisfactory evaluation rating are warranted, the teacher must be guaranteed the right to due process. Such
2 proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for
3 appropriate and fair evaluation systems. An administrator must complete evaluations in accordance with the
4 timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An administrator's failure to
5 complete an evaluation must not negatively impact an education employee.

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

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

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

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

22 By participating in an evaluation process, an education employee shall not waive his or her right to due process
23 in any subsequent contractual or legal proceeding. (1969, 2016)

24 **D-24. Promote the Retention of Experienced Education Professionals**

25 The National Education Association believes that experienced education professionals are valuable resources in
26 the promotion of educational excellence. Experienced education professionals should be encouraged to remain in or
27 return to the education profession through strategies consistent with NEA policies, including enhanced salaries,
28 benefits, *professional compensation for additional duties beyond the established school day/year*, a supportive and
29 respectful work environment, a reasonable workload, a secure pension, and retirement packages that reward extended
30 years of service. (2001, 2015)

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

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

37 The Association also believes that students should own the copyright to materials they create in the course of
38 their studies and[,] *additionally*, in the case of graduate students, to materials they create while working as teaching
39 or research assistants. (1969, 2016)

40 **F-10. Benefits**

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

- 45 a. Comprehensive insurance programs
 - 46 1. Health
 - 47 2. Dental
 - 48 3. Vision
 - 49 4. Hearing
 - 50 5. Life
 - 51 6. Legal

- 1 7. Workers' compensation
- 2 8. Long-term physical and mental disability
- 3 9. Prescription drug
- 4 b. Paid leaves
 - 5 1. Sick leave with unlimited accumulation
 - 6 2. Personal leave with unlimited accumulation
 - 7 3. Bereavement leave
 - 8 4. Parental leave, including adoption
 - 9 5. Dependent care leave
 - 10 6. Sabbatical leave
 - 11 7. Professional leave
 - 12 8. Association leave
 - 13 9. Religious leave
- 14 c. Additional remuneration
 - 15 1. Severance pay
 - 16 2. Tuition reimbursement
 - 17 3. Retirement compensation
 - 18 4. Unemployment compensation
 - 19 5. Benefit extension for laid-off employees
- 20 d. Personal assistance
 - 21 1. Personal assault protection, and in the event of assault, counseling services and leave that is not
 - 22 subject to sick or personal leave
 - 23 2. Employee assistance program
 - 24 3. Reimbursement for damages to or loss of personal property at work site
 - 25 4. Child care and pre-school education
 - 26 5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S.
 - 27 Federal Tax Code.

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

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

32 The Association also believes that provisions should be made for retirees, their spouses, domestic partners,
33 and/or dependents at their option to continue in the comprehensive health, dental, prescription drug, hearing, and
34 vision programs.

35 The Association further believes that, if school districts consolidate, regionalize, share services, or separate,
36 education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2010)

37 **F-36. Protection of Education Employees from Workplace Bullying**

38 The National Education Association believes that education employees should be protected from workplace
39 bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully and target. The
40 Association encourages its affiliates to work with school districts and institutions of higher education to discipline
41 any [administrator, teacher, staff member,] *education employee*, student, parent, guardian, or volunteer who engages
42 in any form of workplace bullying.

43 Workplace bullying can include, but is not limited to—

- 44 a. Systematic aggressive communication
- 45 b. Manipulation of work assignments
- 46 c. Repeated, health-harming mistreatment
- 47 d. Verbal abuse
- 48 e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging
- 49 f. Abuse via social media and/or the Internet. (2011, 2016)

50 **F-37. Protection of Education Employees from Age Harassment**

51 The National Education Association believes that education employees should be protected from age harassment.
52 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] ***empower education employees to make their own decisions regarding continued employment and retirement***
- 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] ***all forms of harassment due to a visible or invisible disability***. The Association encourages its affiliates to work with school districts and institutions of higher education to—

- 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)

F-49. Medication and Medical Services in Schools

The National Education Association believes that procedures should be established for students who must use prescribed medication or who need other medical services during school hours. The Association also believes that education employees must be notified of students with life threatening illnesses/conditions. Education employees must be trained to recognize the signs and symptoms of imminent life-threatening conditions. The Association further believes established procedures should provide that—

- a. Only licensed medical personnel, properly trained by the district, are required to administer such medication or perform such medical services
- b. A physician’s written verification of the student’s need for medication or services is required
- c. [Written permission of the parent/guardian is required] ***A parent or guardian must provide permission for the administration of non-emergency medication or medical services***
- 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
- e. Each medication given is recorded on a medication log that includes date, time, and signature of the person giving the medication
- 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
- g. Proper storage for the medication is available.

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)

F-51. [Save Harmless/] Education Employee Liability

The National Education Association believes that educational institutions should—

- a. [Provide] ***Hold harmless and 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
- 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

- 1 c. Reimburse employees and other agents for all costs incurred in defending any criminal action arising out of
2 acts or omissions occurring during the performance of their duties, provided that said action terminates in
3 favor of the accused.

4 The Association recommends that educational institutions attempt to secure appropriate insurance to provide the
5 aforesaid payment and reimbursement. (1976, 2015)

6 **F-56. Substitute Teachers**

7 The National Education Association believes in the importance of employing professional educators to fulfill the
8 critical role of substitute teachers. The Association also believes that substitute teachers perform a vital function in
9 the maintenance and continuity of daily education.

10 In order to achieve and maintain the highest standards of student learning and professional practice, and to ensure
11 quality instruction in every classroom every day, the Association further believes that substitute teachers must—

- 12 a. Meet the same standards as other licensed teachers within the state
13 b. Receive professional compensation and benefits
14 c. Receive [continuous] *appropriate and ongoing* professional development
15 d. Be provided with materials and information appropriate to the position in which they are substituting,
16 including any special needs of the students
17 e. Be entitled to representation [and/or] *and* support by local, state, and national affiliates in collective
18 bargaining.

19 The Association condemns the practice of assigning substitute teachers to regular positions for an extended
20 duration of time. Positions created by extended absence should be filled by available licensed teachers who are
21 eligible to be placed on contractual status by the school district.

22 The Association opposes the practice of replacing absent teachers by dispersing students to other classrooms. The
23 Association also opposes the use of individuals such as education support professionals, part-time employees, or
24 employees hired through private agencies to cover classes. The Association further opposes requiring teachers to
25 substitute during their preparation time, or in place of their regular teaching assignment.

26 The Association believes that school districts must provide full compensation for licensed teachers who
27 substitute for personnel on extended leave. (1975, 2009)

28 **F-61. Retirement**

29 [The National Education Association believes that the retirement security of all preK through 12 members of
30 retirement systems can be assured only by participation in a state or local retirement system with a guaranteed and
31 adequate defined benefit retirement plan. Such plans must be funded in a manner that assures the long-term stability
32 of the plan. For preK through 12 members of retirement systems, defined contribution provisions are appropriate
33 only where they supplement adequate defined benefit provisions.]

34 *The National Education Association believes that retirement security for education employees can be assured
35 only by participation in a defined benefit retirement plan from a state or local retirement system. Such plans must
36 be funded in a manner that guarantees their adequate long-term stability.*

37 *The Association also believes that defined contribution plans are appropriate only when they supplement
38 defined benefit retirement plans.*

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

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

48 The Association further believes retirement benefits should minimally include—

- 49 a. Full vesting in no more than five years
50 b. An initial benefit constituting a replacement income of 50 percent of the single highest year's salary from all
51 sources after 20 years of creditable service and 75 percent after 30 years of creditable service; this benefit

1 calculation equates to a basic benefit formula multiplier of two-and-a-half percent for all creditable years of
2 service

- 3 c. Benefits based upon unisex mortality tables
- 4 d. Automatic pre-funded full cost-of-living pension increases for retirees and beneficiaries
- 5 e. Normal retirement eligibility, including health benefits, with 25 creditable years of service or at age 55 if
6 fully vested
- 7 f. No provisions in core plans to reduce benefits because of the existence of any annuity or retirement benefit
8 source including Social Security; supplemental retirement plans designed to provide a leveling benefit must
9 assure a level lifetime replacement income that significantly augments existing benefits of all members over
10 time
- 11 g. Benefits that comply with nondiscriminatory Internal Revenue Service (IRS) rules and regulations
- 12 h. Joint survivor benefits should be equally available for spouses and domestic partners; joint survivor benefits
13 for any other person should be available based upon IRS guidelines
- 14 i. Disability or death benefits that should be equally available for spouses, dependents, and domestic partners
- 15 j. Provisions that define a full year of creditable service based upon working 80 percent or more of the contract
16 year or 80 percent or more of the hours constituting a full year; partial year credit should be earned on a pro-
17 rated basis for any service less than the minimum required to obtain a full year of creditable service
- 18 k. Provisions for the option of allowing unused sick leave and other end-of-service payments to be used for
19 retirement credit
- 20 l. Provisions permitting the purchase of service credit earned while a member of another retirement system
21 including any other public school district, Department of Defense Education Activity (DoDEA) schools or
22 while in the Peace Corps, Volunteers in Service to America (VISTA), or military service
- 23 m. Provisions permitting the purchase of service credit for sabbatical leaves, maternity/paternity/adoption leaves
24 where credit is not automatically given, and any other approved leaves of absence; members affected by any
25 forced leave provisions or separation of service provisions that are unlawful under current law should be
26 permitted to purchase service credit for those periods of leave or separations at any time prior to retirement at
27 the lowest plan rate
- 28 n. Provisions for, upon termination of employment, the portability to other qualified pension plans for the full
29 actuarial value of retirement credits earned
- 30 o. Disability retirement for a service-connected disability available to education employees from the first day of
31 employment; non-service connected disability retirement shall be available for fully vested members; the
32 benefit formula for disability retirement should yield benefits comparable to normal retirement benefits
- 33 p. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial tables that do
34 not discriminate on the basis of race, gender, or national origin
- 35 q. Provisions for health benefits for retirees, their spouses, domestic partners, and dependents that include a
36 fully-paid comprehensive health insurance plan regardless of Medicare eligibility; these benefits should be at
37 least equal to those offered to full-time employees; those eligible for Medicare should be covered by a fully-
38 paid comprehensive Medicare supplement insurance benefit that along with Medicare equals the benefits
39 provided to full-time employees.

40 The Association believes that boards of trustees should—

- 41 a. Consist of active *and retired* members who are all elected by and from their plan's [active membership and
42 retired members who are all elected by and from their plan's retired membership] *respective memberships*;
43 the total number of active and retired member trustees should constitute a majority of the board
- 44 b. Administer the plan *with the highest level of fiscal integrity* for the exclusive benefit of the beneficiaries of
45 the system
- 46 c. Have the duty and authority to oversee the administration of both benefits and investments
- 47 d. Subject to their fiduciary responsibilities, have all the powers necessary to ensure their independence from
48 the plan sponsor, including the power to obtain by employment or contract the services necessary to exercise
49 the trustees' powers and perform the trustees' duties, including actuarial, auditing, custodial, investment, and
50 legal services
- 51 e. Undertake periodic independent actuarial reviews and audits
- 52 f. Distribute an annual financial statement to all members
- 53 [g. Use actuarial and investment policies with the highest level of fiscal integrity]
- 54 [h]g. Ensure that counseling, education, and services are available to all active and retired members

- 1 [i]h. Recognize that[, in their role as fiduciaries,] they [can] *should* identify and participate in appropriate
2 educational programs and initiatives in order to acquire/maintain skills and expertise; these educational
3 programs should be internally funded and managed exclusively by the board of trustees
- 4 [j]i. Protect the systems' stability by opposing any actions that impair or jeopardize the guaranteed rights of plan
5 participants' benefits.
- 6 The Association also believes that—
- 7 a. Contributions made by *both* employees *and employers* to the pension plan should be [federal] tax deferred
8 and not subject to [FICA] *federal or state income* taxes
- 9 [b. Contributions made by employers to the pension plan should not be subject to FICA taxes
- 10 c. Benefits paid should not be subject to any state's income tax]
- 11 [d]b. Benefits paid should not be offset due to eligibility in multiple retirement programs
- 12 [e]c. Contributions from both employees and employers should be remitted in a timely fashion in accordance
13 with state statutes
- 14 [f]d. Districts and charter schools should make biannual summary reports of retirement contribution remittances.
15 (1969, 2009)

16 **New F. School Cancellation Policies and Compensation**

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

20 **G-2. National Board Certification**

21 The National Education Association supports voluntary national certification by which the profession grants
22 recognition to an individual who has met qualifications specified by the profession. The Association recognizes that
23 this function is filled by the National Board for Professional Teaching Standards (NBPTS), which is composed of a
24 majority of practicing public school teachers.

25 The NBPTS establishes appropriate assessment procedures by which individuals demonstrate exemplary practice
26 in pedagogy and in subject matter areas, issues certificates to all individuals who meet NBPTS-established standards,
27 maintains a roster of those who have been certificated, and encourages reciprocity with state professional standards
28 boards.

29 The Association also supports the periodic evaluation of such certification procedures to ascertain whether
30 cultural, economic, gender, racial, [or] age [bias is], *or other biases are* perpetuated by the requirements for
31 certification. (1987, 1998)

32 **G-3. Licensure**

33 The National Education Association advocates rigorous quality teaching standards for entry into the teaching
34 profession. As established by professional standards boards, these quality teaching standards must include each of the
35 following concepts:

- 36 • High academic performance
- 37 • Extensive clinical practice and field experience
- 38 • Demonstrated knowledge of subject matter
- 39 • Demonstrated knowledge of pedagogy, child development, and learning acquisition.

40 Teacher licensure programs, including alternative routes, must be equal in rigor and focus, and based upon
41 quality teaching standards in order to prepare candidates for the initial teaching license. *The Association believes*
42 *that all states should offer appropriate preK licensure.*

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

46 Multiple measures should be used to determine teaching readiness with evidence and feedback from university
47 faculty and cooperating teachers as key factors.

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

50 The Association asserts that a teaching license should signify that an individual entering the teaching profession
51 is competent to teach. A teaching license must be recognized as the primary requirement for employment in every

1 [primary,] *preK, elementary*, secondary, and adult education public and private school. [The Association believes
2 that all states should offer appropriate preK licensure. No license should be issued unless an individual possesses the
3 entry-level knowledge and skills required for teaching. No emergency licenses should be issued. No assignments
4 should be permitted outside the teacher’s area of licensure without appropriate concurrent retraining supported by the
5 local district.]

6 *The Association further asserts that:*

- 7 • *Licenses should only be issued if an individual possesses the entry-level knowledge and skills*
8 *required for teaching*
- 9 • *Emergency licenses should not be issued*
- 10 • *Assignments outside the teacher’s area of licensure should only be permitted with appropriate*
11 *concurrent retraining supported by the local district.*

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

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

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

20 The Association also supports the periodic evaluation of licensure procedures to ensure that cultural, economic,
21 gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985, 2016)

22 **H-3. The Right To Vote**

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

25 The Association recognizes the right to vote as a constitutional right guaranteed to all eligible citizens. The
26 Association supports the continued maintenance of the provisions of the Voting Rights Act of 1965 *and the*
27 *nonpartisan drawing of district lines to ensure fair and competitive elections.*

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

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

33 The Association supports voter education programs and uniform registration requirements without restrictive
34 residency provisions or restrictive identification requirements. (1971, 2016)

36 **H-6. The Right To Know**

37 The National Education Association believes that open meeting and public disclosure laws are essential to permit
38 the monitoring of governmental actions. *Government recordings and documents must be available in a timely*
39 *manner and at a reasonable cost to all citizens equally.* (1972, 1997)

40 **H-10. Environmental Responsibility**

41 The National Education Association believes that businesses and governmental agencies should be responsible
42 for *composting practices and for* designing, producing, and using products that are reusable, recyclable,
43 biodegradable, or disposable without contaminating the environment.

44 The Association encourages its affiliates and members to include these criteria in selection of products for use
45 and to work with school systems and educational institutions in developing purchasing policies using these criteria.

46 The Association also believes that business and governmental agencies should dispose of waste in a manner that
47 will have the least possible impact on the environment. (1990, 1995)

48 **H-11. Energy Programs**

49 The National Education Association believes that a national energy policy should reflect the efficient use of
50 energy from all sources, provide research to develop new sources of energy, stress rapid development of renewable
51 energy sources, and promote conservation.

1 The Association supports ensuring the energy-efficient operation of public schools and encourages the use of
2 new energy sources and energy-efficient design in school renovation and construction. The Association also supports
3 efforts that develop energy conservation awareness and school building energy audit programs. The Association
4 further supports programs that investigate energy efficiency recommendations[,] *and* research[, and public health and
5 safety programs for all educational levels in the schools]. (1977, 1997)

6 7 **New H. The Role of the Press in a Democracy**

8 *The National Education Association believes that a strong and independent press is vital for a fully*
9 *functioning democracy. Limits on access to information, threats to individual journalists or news outlets,*
10 *and coercion by elected officials or businesses cannot be tolerated. The Association also believes that open*
11 *information laws must be vigorously enforced and that First Amendment rights of the press must be zealously*
12 *protected.* (2017)

13 14 **I-10. Global Climate Change**

15 The National Education Association [believes] *recognizes the scientific consensus* that global climate change
16 [causes significant measurable damage to the earth and its inhabitants] *is largely caused by human activity, resulting*
17 *in significant, measureable damage to the earth and its inhabitants.*

18 The Association believes that humans must take immediate steps to change activities that contribute to global
19 climate change.

20 The Association supports *the continued development and implementation of* environmentally sound practices
21 that abate global climate change and its effects *in partnership with the global community.* (2007, 2008)

22 23 **I-12. Human Rights**

24 The National Education Association believes that the governments of all nations must respect and protect the
25 basic human and civil rights of every individual, including equal access to education as embodied in the United
26 Nations Universal Declaration of Human Rights. The Association condemns any action that limits or prohibits the
27 free and responsible exercise of these rights and believes that all education employees must lead in the effort to
28 prevent any encroachment on basic human and civil rights.

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

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

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

37 The Association expresses concern that the utilization of trade sanctions on food and medical supplies by any
38 nation of the world to achieve political objectives fails to adequately consider the possible humanitarian impact of
39 those policies on the civilian populations of the affected nations, particularly the young, the elderly, and the poor.

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

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

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

49 The Association also expresses concern that the practice of capital punishment in the United States impacts
50 individuals disproportionately on the basis of social class, race, ethnicity, and gender. The Association supports
51 ongoing efforts to review the practice of capital punishment for inequities based on these and other factors.

52 The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or
53 amendment to the U.S. Constitution that curtails or infringes on basic human rights. The Association also opposes

1 torture and cruel, inhuman, or degrading treatment or punishment of persons in the custody or under the physical
2 control of the U.S. government, regardless of nationality or physical location. (1977, 2008)

3 **I-14. Human and Civil Rights of Children and Youth**

4 The National Education Association believes that the human and civil rights of children and youth must be
5 protected and opposes the exploitation of children and youth under any circumstances. The Association also believes
6 that all children possess a fundamental civil right of access to a system of high quality public education grounded in
7 the principles of adequacy and equity.

8 The Association supports the rights of youth to safely access education and other human services during
9 conditions of war, occupation, natural disaster, and civil strife.

10 The Association condemns the use of children and youth by organizations, governments, and political/military
11 movements to advance their political objectives. The Association also condemns governments that subject young
12 people to physical or mental abuse, violence, and unwarranted detention or incarceration. The Association opposes
13 the impressment or acceptance of minors into the service of the armed forces of any government or into the service of
14 revolutionary forces under any circumstances. The Association also supports programs and other efforts to prevent
15 and alleviate the effects of such trauma upon children and youth.

16 The Association further believes that children and youth in detention centers must be provided educational
17 programs that include any special education services per a student’s individualized education program (IEP) or a
18 student’s 504 plan to enable a student to become a contributing member of society. Teachers in such centers must be
19 prepared to provide instruction in life skills and learning skills.

20 *The Association believes that adolescent neurological development needs to be considered when the*
21 *sentencing of juveniles is being determined. Therefore,* the Association [also] opposes the imposition of the death
22 penalty, life imprisonment without parole, and prolonged solitary confinement for individuals whose offenses were
23 committed prior to age 18. The Association further condemns the practice of placing children and youth in trouble in
24 abusive environments. The Association further opposes the placement of children and youth who are not charged
25 with any offense in facilities with persons who are charged with criminal offenses. The Association believes that
26 there must be separate facilities for the detention and for the incarceration of children and youth and supports the
27 development of alternatives to supplement the use of such facilities. (1988, 2014)

28 **I-20. Right to Privacy**

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

35 The Association also believes that rights to privacy and confidentiality must be guaranteed through federal and
36 state legislation. (1970, 2016)

37 **I-26. Immigration**

38 The National Education Association supports efforts to improve the immigration process, including the provision
39 of due process, equal protection, and access to status without regard to *ethnicity, religion, or* national origin. The
40 Association also supports policies that protect the integrity of the family unit and deplores the hardships imposed on
41 families when family members, especially parents, guardians, or caretakers, are detained and/or deported for
42 immigration status offenses and thereby separated from their children, many of whom are U.S. citizens. The
43 Association supports equal access to educational opportunities for immigrants. The Association believes that English,
44 adult education, GED, and citizenship classes should be available in sufficient numbers to ensure that immigrants can
45 comply with all federal mandates for permanent residence and/or citizenship. The Association also believes that the
46 federal government is responsible for the enforcement of immigration policy.

47 The Association recognizes that historically there have been many economic and/or political circumstances that
48 have compelled people to come to the U.S. The Association opposes any immigration policy that denies human
49 and/or civil rights or educational opportunities to immigrants and their children, hinders workers’ abilities to
50 organize, imposes excessive fees and fines on those seeking legalization, or criminalizes individuals or groups who
51 support or assist them. The Association also opposes any policy that makes legalization or naturalization dependent

1 upon military service and/or service in a combat zone. The Association condemns such policies as inhumane and
2 discriminatory.

3 The Association further believes that federal decisions regarding the status of unaccompanied immigrant children
4 must always be made in the best interests of the child. Children who qualify for international protection must have
5 their educational needs met while being given the time and resources to have their cases fairly heard. In addition, the
6 best placement for these children is in a family setting and not in detention facilities. (1984, 2015)

7 **I-31. Gun-Free Schools and the Regulation of Deadly Weapons**

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

14 The Association further believes that our communities, schools, and students are safer when common sense gun
15 regulations are in place. The Association supports banning assault weapons, limiting the capacity of ammunition
16 magazines, requiring background checks and a waiting period for all gun purchases, creating a national database of
17 gun sales, and preventing people with mental illness and/or a documented history of [domestic] violence from
18 purchasing firearms. The Association believes that minors shall not be allowed to buy, own, or sell firearms.

19 The Association also believes that scientific and medical research on the causes and prevention of firearm
20 violence should be extensive and ongoing and that gun owners should participate in educational programs that stress
21 responsible ownership, including safe use and storage of guns. (1982, 2016)

22 **I-33. Sexual Assault**

23 The National Education Association believes that all members of society should be protected from [becoming
24 victims of] sexual assault. The Association also believes that it is a violation of the victims' right to privacy to release
25 the names of the victims or to have their past sexual history admitted as evidence in assault cases *or media coverage*.
26 The Association supports fair and equitable treatment by health, hospital, and law enforcement agencies for sexual
27 assault victims. The Association further believes that access to necessary services/programs must be made available
28 to victims and their families. These services must be funded by appropriate government agencies.

29 The Association believes that states should develop a systematic process for gathering evidence when such
30 assaults occur and supports the use of DNA testing as a means to identify perpetrators of sexual assault. The
31 Association also believes in the importance of counseling and rehabilitation for the assailant, and the protection of
32 privacy and due process rights for both the victim and the alleged assailant. (1981, 2005)

34 **I-35. Martin Luther King, Jr. Day**

35 The National Education Association believes that Martin Luther King, Jr. Day should be a [state] holiday in
36 every *U.S. state, territory, and protectorate* [to focus on the importance of human relations. The Association
37 encourages the observance of this day to promote good will among all people]. *The Association recognizes the*
38 *significance of the observance to emphasize our need for racial healing, justice, and equality through*
39 *nonviolence*. (1969, 2001)

41 **I-51. Hate-Motivated Violence**

42 The National Education Association believes that acts or threats of hate-motivated violence, including, but not
43 limited to, physical and verbal violence against individuals or groups because of their race, color, national origin,
44 religion, gender, sexual orientation, gender identity, age, disability, size, marital status, or economic condition are
45 deplorable. The Association also believes that federal, state, and local governments and community groups must
46 oppose and eliminate hate-motivated violence and that current events and/or economic conditions should not
47 diminish such opposition.

48 *The Association recognizes the danger of white supremacist groups and all media sources that promote*
49 *hateful speech and actions, and the continuation of institutional racism. Therefore, educators must take a*
50 *significant role in countering the effects of such speech, actions, and racism on our students, families, and*
51 *communities*. (1991, 2015)

1 **I-55. Internment/Containment Policies Based on Race, Ethnicity, and/or National Origin**

2 The National Education Association recognizes that restrictive and/or punitive action based on race or national
3 origin is a violation of constitutional guarantees and is repugnant to the American ideals of life, liberty, and property.

4 The Association condemns the practice of internment/containment of racially identifiable segments of our newly
5 immigrated and current populations. (1982, 1998)

6
7 **New I. Racial Justice**

8 *The National Education Association believes in the necessity of racial healing to strengthen our society as a*
9 *whole. Racial justice in education and throughout the United States will be realized when we ensure systematic*
10 *fair treatment resulting in equitable opportunities and outcomes for people of all races. The Association*
11 *acknowledges that both historical and current practices have systematically advantaged and privileged people of*
12 *white European ancestry while disadvantaging and denying rights, opportunities, and equality for people of color.*
13 *Implemented through both policies and laws, these biased practices have been manifested in the conditions our*
14 *students and educators face in their schools and communities.*

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

18 *The Association encourages its affiliates to work with family and student partners to develop, initiate, and*
19 *promote programs that will lead us to repair, heal, organize, and advocate to achieve racial justice so that every*
20 *student and educator may fulfill their full potential.* (2017)

21
22 **J-3. Membership Participation in the Association**

23 The National Education Association believes that every member has the right and obligation to participate fully
24 in the Association without fear, intimidation, retribution, or any forms of bullying.

25 The Association also believes that school policies should provide release time without loss of pay to those who
26 are fulfilling leadership responsibilities, attending meetings, or participating in other Association activities.

27 The Association further believes that all members have the right to receive union communications at their work
28 sites from their local, state, and national associations.

29 The Association supports and encourages, whenever possible, policies and practices such as affordable child care
30 services so that members with children may have improved opportunities to participate in Association activities.

31 *Members should also support public education by sending their children to public educational institutions.* (1969,
32 2015)

33 **J-7. Promotion of Teaching as a Career Choice**

34 [The National Education Association supports the establishment of organizations involving students interested
35 in the field of education as a profession. The Association believes that its state and local affiliates should promote the
36 establishment of such organizations at all age levels and encourage its members to serve as advisers.

37 The Association also believes that state and local affiliates should strive to build cooperative relationships and
38 partnerships with government, business, and community leaders to promote the field of education as a profession and
39 as a vital role in every community.]

40 *The National Education Association supports the establishment of student organizations whose goal is to*
41 *promote the field of public education as a lifelong profession that is vital and essential to every community. The*
42 *Association believes that its state and local affiliates should support these student organizations and their efforts*
43 *to build partnerships with government, business, and community stakeholders to advance the profession.* (1980,
44 2006)

Procedures for Consideration of NEA Resolutions

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

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

Prior to the RA, the Resolutions Committee conducts the open hearing to discuss its summary and receive for its consideration any additional proposals submitted by delegates. After the hearing the committee prepares the *Report of the 2016–2017 NEA Resolutions Committee*, which contains all proposed amendments it has approved for consideration at the RA. The report is distributed to delegates on the morning of the first day of the RA. Resolutions contained in the *Report of the 2016–2017 NEA Resolutions Committee* represent the final recommendations of the committee.

After the Resolutions Committee has conducted the open hearing and distributed its report on the first day of the RA, delegates wishing to submit a new resolution or an amendment to a resolution must do so not later than 12:00 noon on the second day of the Representative Assembly. A delegate may submit a form to the Committee on Constitution, Bylaws, and Rules to propose an amendment to a resolution contained in the committee's final report, or to any of the existing resolutions contained in the NEA Resolutions document. A delegate may also submit a form to propose a new resolution. A new resolution submitted by a delegate from the floor of the Representative Assembly must have a majority of the vote to be placed on the agenda (heard) and a two-thirds (2/3) vote to pass. Submissions are printed in the *RA Today*. After 12:00 noon on the second day of the Representative Assembly, floor amendments to new resolutions and floor amendments to resolutions amendments as printed in the *RA Today* shall be in order.

Proposed amendments will be considered beginning with the goal area containing the final resolution debated at the preceding Representative Assembly. The 2017 Representative Assembly will begin with Goal Area G and proceed through H, I, J, A, and so forth.

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