

NATIONAL EDUCATION ASSOCIATION

**REPORT OF THE
2017–2018 NEA RESOLUTIONS COMMITTEE**

NEA Representative Assembly

July 2–5, 2018

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The *Report of the 2017–2018 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 (2018).

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B-32. Alternative Programs for At-Risk and/or Students With Special Needs

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

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

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

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

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

[The Association supports the efforts of its affiliates to negotiate and legislate for the training of teachers seeking additional certification and hiring of an increased number of teachers with education in special areas.] ***The Association supports affiliate efforts that advocate for teachers seeking additional certification and the recruitment of teachers with certifications supporting at-risk youth.***

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

The Association encourages its state affiliates to seek legislation that would require any person offering services to remediate, correct, or ameliorate reading, speech, language, behavioral, emotional, or learning disabilities, or related problems to be licensed under regulations of each state's department of public instruction or other appropriate agency. (1977, 2007)

C-4. Nutrition

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

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

The Association [further] believes school food service programs must be nutritionally sound, appealing, and affordable. Portions and/or serving sizes should be appropriate for various age groups within a school. A choice of nutritious beverages and plant-based foods should be available. The Association also supports nutrition programs that are regulated by uniform standards, readily accessible, medically correct for students and employees who have special, documented dietary needs, and are supported by public funds. ***The Association also believes that no student shall be denied the opportunity of a school meal or be publicly identified or stigmatized for the inability to pay a school meal debt.***

The Association ***further*** believes that ***any*** changes in the way public funds are allocated for school food service programs must maintain quality and appropriate levels of service as well as support additional funding, given projected increases in population and need. ***The Association supports fundraising efforts, sponsorships, and mascots promoting healthy food guidelines.*** (1990, 2015)

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

2 The National Education Association believes that evidence-based suicide prevention programs must be
3 developed and implemented. The Association urges its affiliates to ensure that these programs are an integral part of
4 the school program. *These programs must be developed in consultation with the school community, school-*
5 *employed mental health professionals, and suicide prevention experts. The programs must address, at a minimum,*
6 *guidelines for suicide prevention, intervention, and postvention.* (1989, 2013)

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

8 The National Education Association believes that a safe school climate is the right of all students and school
9 employees. The Association also believes that communities must develop policies and practices that promote safe
10 schools. The Association further believes that it is in the best interest and safety of all students if education
11 employees are immediately informed of students with known serious behavior problems or violence-related potential.
12 Students and education employees must be safe from physical, verbal and psychological violence, and all forms of
13 harassment. Plans and procedures regarding discipline and/or harassment must include due process.

14 The Association believes that plans and procedures must be consistently enforced for the safe and orderly
15 conduct of school activities and events.

16 The Association also believes that school security personnel must be properly trained to respond to potentially
17 violent situations. In addition, all staff should be provided with appropriate training on how to maintain a safe school
18 climate. *The Association further believes that training qualified school mental health professionals, law*
19 *enforcement officers, and other personnel in restorative justice practices will also foster a safe school community.*

20 The Association [further] believes that all school buildings should have controlled access. School design should
21 incorporate technologies which facilitate safety.

22 The Association *also* believes that students must be taught strategies and skills, including conflict resolution, that
23 develop respect, self-discipline, and self-control. Students must learn to distinguish between their own rights and
24 responsibilities and the rights and responsibilities of others. Appropriate services and placement within education
25 programs and/or with state and/or community agencies must be provided for students who disrupt the learning
26 environment or who are dangerous to other students, education employees, and themselves.

27 The Association [also] *further* believes that appropriate school behavior begins and is reinforced in the home.
28 Programs that provide assistance and training in child development, effective parenting skills, and strategies for
29 dealing with disruptive students must be available for parents/guardians. Schools can be instrumental in identifying
30 and recommending strategies that can assist parents/guardians. (1994, 2014)

31 **C-15. Discipline**

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

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

41 The Association believes that policies promoting educational processes which emphasize prevention, effective
42 interventions, and rehabilitation will decrease the use of out-of-school suspensions, expulsions, in-school arrests, and
43 the practice that is commonly called the “school-to-prison pipeline” that can lead to future incarcerations. *The*
44 *Association supports collaborative efforts of school personnel and law enforcement in the use of fair and effective*
45 *discipline practices. Collaborative efforts are also essential whenever school-based arrests are necessary.*

46 The Association encourages implementation and funding of programs to provide continued nondiscriminatory
47 educational opportunities for those students who are removed from their educational setting for disciplinary reasons
48 following due process. (1975, 2015)

49 **C-41. Student Rights and Responsibilities**

50 The National Education Association believes that basic student rights include the right to safe and stable school
51 environments; free inquiry and expression; freedom of the press; due process; gender equity; freedom of association;

1 freedom of peaceful assembly and petition; participation in the governance of the school, college, and university;
2 freedom from discrimination; freedom from commercial exploitation, including the payment of subminimum wages;
3 and equal educational opportunity.

4 The Association also believes that each of these rights carries with it a comparable responsibility. Student
5 responsibilities include regular school attendance, conscientious effort in classroom work and assessments, and
6 conformance to school rules and regulations that do not abrogate these rights. Students share with the administration
7 and faculty a responsibility to develop a climate within the school that is conducive to wholesome learning and
8 living. No student has the right to interfere with the education of other students. It is the responsibility of each student
9 to respect the rights of each person involved in the educational process.

10 ***The Association further believes that randomly searching students without reasonable suspicion is a violation***
11 ***of their Constitutional freedoms and is detrimental to school safety, restorative justice, student morale,***
12 ***instructional time, and nurturing learning environments.***

13 The Association [further] believes that in order to protect the safety of students it is necessary to protect the
14 confidentiality of student information and data. The Association opposes the collection and dissemination of student
15 data by any external organization, company, or institution without the express written consent of the student and/or
16 parent/guardian.

17 The Association *also* believes that student rights must be safeguarded when students are involved in commercial
18 premium campaigns and fundraising activities. (1969, 2017)

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

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

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

- 1 n. Promote involvement in an NEA [Student] *Aspiring Educator* Program local chapter [that provides] **to**
2 **increase** opportunities for community outreach, professional development, and political action
3 o. Be evaluated by the Council for the Accreditation of Educator Preparation (CAEP) and funded at a level that
4 ensures accreditation is achieved and maintained
5 p. Use multiple measures to determine teacher readiness, with evidence and feedback from program faculty and
6 cooperating teachers. (1970, 2017)

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

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

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

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

29 The Association believes that clinical practice experiences provide opportunities to establish essential
30 relationships with other education employees, parents/guardians, and agencies in the community to support students’
31 learning and well-being. (1998, 2002)

32 **D-13. Administrator Preparation**

33 [The National Education Association believes that administrators and staff are partners in the total school
34 program. Administrators must maintain valid administrator licensure and have periodic teaching experience. Areas of
35 instructional content and experience should include participatory decision making, interpersonal skills, personnel
36 selection, staff evaluation, curriculum, school management techniques, and cultural diversity training. Prior to
37 credentialing, an administrator shall have served at least five years in a full-time teaching position.]

38 ***The National Education Association believes that administrators are integral to a safe, supportive, and***
39 ***instructionally excellent learning community. Administrator preparation programs should recruit individuals***
40 ***meeting the highest standards with at least five years of full-time educational experience and a student-centered***
41 ***educational philosophy. Programs should include educationally significant clinical experience and should***
42 ***prepare leaders to:***

- 43 • ***Collaboratively steward a shared vision***
- 44 • ***Use data effectively to promote sustainable school improvement***
- 45 • ***Efficiently manage resources***
- 46 • ***Develop capacity for distributed leadership***
- 47 • ***Build and maintain family and community partnerships***
- 48 • ***Act with integrity and fairness***
- 49 • ***Promote social justice***
- 50 • ***Advocate for schools, students, families, and caregivers***
- 51 • ***Understand the moral and ethical consequences of decisions in the school community***

- **Foster a collaborative school culture.**
These programs should meet standards established, governed, and maintained by members of the profession.
(1985, 1994)

D-15. Professional Development for Education Professionals

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

- Be based upon clearly articulated goals reached by consensus of the school community
- Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- Support education professionals in meeting the needs of students
- Be incorporated into and aligned with (not added to) professional work expectations
- Be standards-referenced and incorporate effective practice, relevant data, and current research
- Be supported by adequate resources
- Be career-long, rigorous, and sustained
- Stimulate intellectual development and leadership capacity
- Balance individual priorities with the needs of the school and the district
- Be modified in response to feedback from ongoing assessments and participants' evaluations
- Preserve regular planning time for teachers
- Provide—
 - Training and ongoing support for the implementation of new and expanded programs/skills
 - Training and ongoing support in the development of new and revised curricula and instructional strategies
 - Time during the regular work day and work year for inquiry, research, reflection, and collaboration
 - Time for individual and collaborative study of student data to improve student learning
 - Opportunities for mentoring/peer coaching with colleagues on an ongoing basis
 - A depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles
 - Opportunities to assume new roles and career paths, including leadership positions
 - Flexibility for collaboration of community partners with a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources
 - Opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDs, epinephrine injections, *opioid overdose medications*, and seizure management
 - Training and ongoing support for the use of technology as an instructional tool. (1976, 2017)

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. 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

- g. Support education support professionals in meeting the needs of the whole student
- h. Be standards-referenced and incorporate effective practices, relevant data, and current research
- i. Be supported by adequate resources
- j. Be relevant
- k. Stimulate intellectual development and leadership capacity
- l. Balance individual career goals with the needs of the school and district
- m. [Provide training and ongoing support for the use of technology] **Provide:**
 - *Training and ongoing support for the use of technology*
 - *Opportunities to assume new roles and career paths, including leadership positions*
 - *Opportunities for training by licensed health professionals in basic emergency lifesaving techniques, including CPR, AEDS, epinephrine injections, opioid medications, and seizure management.* (1998, 2017)

E-1. Instructional Excellence

The National Education Association believes that to achieve and maintain instructional excellence there must be continual improvement in the education process. ***The Association also believes that educators’ expertise is critical in evaluating the needs of individual students when addressing state standards.*** The Association [also] ***further*** believes that teachers have the primary responsibility for instructional excellence and must have the primary authority to recommend improvements in instruction through a democratic decision-making process. The Association [further] believes all education employees should support high standards for instructional excellence and contribute to the continual improvement of education. The Association ***also*** believes that no single program can meet the needs of every student. Mandated programs, such as scripted learning programs and pacing charts, restrict the ability of teachers to make decisions for appropriate, meaningful instruction in their classrooms. The Association recommends that education employees collaborate in the research, development, and field testing of new instructional methods and materials. (1969, 2005)

[E-7. Cultural Diversity in Instructional Materials and Activities]

[The National Education Association believes that educational materials and activities should accurately portray cultural diversity and contributions of ethnic-minority groups. Ethnic-minority teachers must be involved in selecting educational materials and in preparing teachers in their use.

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

The Association acknowledges that many contemporary texts related to ethnic-minority groups do not portray realistically their lifestyles but convey a negative self-concept to ethnic-minority students. The Association also believes that educators and governing boards should adopt and use textbooks and other educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities. (1969, 1995)]

[E-8. Women in Instructional Materials]

[The National Education Association believes that educational materials should accurately portray the influence, contributions, and historical lifestyles of women in our nation and throughout the world. (1996, 1998)]

[E-9. Religious Heritage in Instructional Materials]

[The National Education Association believes that educational materials should accurately portray the influence of religion in our nation and throughout the world. (1988)]

New E. Cultural Diversity in Instructional Materials

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

The Association recognizes that additional instructional materials chosen for classrooms and libraries may rightfully contain a number of points of view to allow students to become familiar with the attitudes and recommendations from various segments of the literary world.

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

3 *The Association also believes that educators and governing boards should adopt and use textbooks and other*
4 *educational materials in all subject areas that accurately portray the contributions of ethnic and other minorities,*
5 *women, and world religions. (2018)*

6 **F-11. Benefits**

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

11 a. Comprehensive insurance programs

- 12 1. Health
- 13 2. Dental
- 14 3. Vision
- 15 4. Hearing
- 16 5. Life
- 17 6. Legal
- 18 7. Workers' compensation
- 19 8. Long-term physical and mental disability
- 20 9. Prescription drug

21 b. Paid leaves

- 22 1. Sick leave with unlimited accumulation
- 23 2. Personal leave with unlimited accumulation
- 24 3. Bereavement leave
- 25 4. Parental leave, including adoption
- 26 5. **Family Leave**
- 27 [5] 6. Dependent care leave
- 28 [6] 7. Sabbatical leave
- 29 [7] 8. Professional leave
- 30 [8] 9. Association leave
- 31 [9] 10. Religious leave

32 c. Additional remuneration

- 33 1. Severance pay
- 34 2. Tuition reimbursement
- 35 3. Retirement compensation
- 36 4. Unemployment compensation
- 37 5. Benefit extension for laid-off employees

38 d. Personal assistance

- 39 1. Personal assault protection, and in the event of assault, counseling services and leave that is not
40 subject to sick or personal leave
- 41 2. Employee assistance program
- 42 3. Reimbursement for damages to or loss of personal property at work site
- 43 4. Child care and pre-school education
- 44 5. An opportunity to participate in a cafeteria-type plan or plan authorized by Section 125 of the U.S.
45 Federal Tax Code.

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

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

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

1 The Association further believes that, if school districts consolidate, regionalize, share services, or separate,
2 education employees should not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2017)

3 **F-50. Medication and Medical Services in Schools**

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

- 9 a. Only licensed medical personnel, properly trained by the district, are required to administer such medication
10 or perform such medical services
- 11 b. A physician’s written verification of the student’s need for medication or services is required
- 12 c. A parent or guardian must provide written permission for the administration of non-emergency medication or
13 medical services
- 14 d. The initial dosage of medication is not given in the school except in life-threatening situations; initial dosage
15 is the first dosage administered from the prescription
- 16 e. Each medication given is recorded on a medication log that includes date, time, and signature of the person
17 giving the medication
- 18 f. Medication is delivered in and dispensed from a container properly labeled with the name and strength of
19 medication, name of patient, name of physician, date of the original prescription, and directions for use
- 20 g. Proper storage for the medication is available
- 21 ***h. A plan is in place to address medical concerns when licensed medical personnel are unavailable.***

22 The Association believes that education employees who are not licensed medical personnel should be protected
23 from all liability if they are required to administer medication or perform medical services. The Association also
24 believes that such education employees should have the right to refuse to administer medication or perform medical
25 services without fear of repercussion. (1977, 2017)

26 **F-63. Investment of Retirement System Assets and Protection of Earned Benefits**

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

- 32 a. General economic conditions
- 33 b. The possible effect of inflation or deflation
- 34 c. The role that each investment or course of action plays within the overall portfolio of the retirement program
- 35 d. The expected total return from income and appreciation of capital
- 36 e. Needs for liquidity, regularity of income, and preservation or appreciation of capital
- 37 f. The adequacy of funding for defined benefit plans based on reasonable actuarial factors
- 38 g. Protection of the long-term employment interests and opportunities of participants in the plan
- 39 h. Opposition to investments in corporations whose policies or expenditures of funds undermine child welfare
40 and/or public education, when other investments provide equivalent benefits to retirement system members.

41 **[Boards of trustees charged with the authority to invest and manage the assets of public employee retirement
42 systems should adopt a statement of investment objectives and policies for each retirement program that include—**

- 43 a. The desired rate of return on assets overall
- 44 b. The desired rate of return and acceptable levels of risk for each asset class
- 45 c. Asset allocation goals
- 46 d. Guidelines for the delegation of authority
- 47 e. Information on the types of reports to be used to evaluate performance.

48 The Association also believes that the boards of trustees of education employee retirement systems should make
49 every effort, consistent with their fiduciary obligations, to participate in the decision-making process of corporations
50 in which the systems hold stock by casting stockholder votes that benefit the interests of the participants and
51 beneficiaries of the retirement systems and those of the united education profession and by electing to corporate
52 boards members and/or representatives who support public education. The Association further believes that the

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

The Association believes that the assets of retirement systems in which public education employees participate should be managed and invested for the sole and exclusive benefit of the participants and beneficiaries of those systems. Expenditures from a system trust fund should only be made for the benefit of trust beneficiaries and for the reasonable expenses of administering the system. All retirement benefits earned by education employees should, under the law, be payable to such employees. Existing retirement benefits should be maintained or improved. No person participating in a retirement system should be required to accept any reduction in benefits below those in force at any time during the period of membership. The retirement benefits are earned, and therefore, inviolate.

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

The Association also believes that a retirement system should be exempt from federal regulations when its plan is in compliance with standards prescribed by federal, state, and local statutes. (1976, 2011)

New F. Boards of Trustees

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

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

The Association also believes that the boards of trustees of education employee retirement systems should make every effort, consistent with their fiduciary obligations, to participate in the decision-making process of corporations in which the systems hold stock by casting stockholder votes that benefit the interests of the participants and beneficiaries of the retirement systems and those of the united education profession and by electing to corporate boards members and/or representatives who support public education. The Association further believes that the boards of trustees of public employee retirement systems should coordinate their voting in companies in which they have a mutual interest. (2018)

I-12. Human Rights

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

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

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

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

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

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

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

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

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

13 The Association opposes any federal, state, or local law; executive order or presidential signing statement; and/or
14 amendment to the U.S. Constitution that curtails or infringes on basic human rights. The Association also opposes
15 harsh sentencing measures, such as mandatory minimums and other local, state, and national laws which have
16 contributed to mass incarceration. The Association also opposes torture and cruel, inhuman, or degrading treatment
17 or punishment of persons in the custody or under the physical control of the U.S. government, regardless of
18 nationality or physical location. (1977, 2017)

19 **I-13. Civil Rights**

20 The National Education Association is committed to the achievement of a totally integrated society. The
21 Association calls upon Americans to create—by statute and practice—a country free from barriers of race, color,
22 national origin, religion, philosophical beliefs, political beliefs, gender, sexual orientation, gender identity, age,
23 disability, size, marital status, and economic status that prevent some individuals, adult or juvenile, from exercising
24 rights enjoyed by others, including liberties decreed in common law, the Constitution, and statutes of the United
25 States. Civil order and obedience to the law must be ensured without abridgment of human and civil rights. All
26 individuals must be assured a speedy and fair judicial process, **including the right to habeas corpus**, with free legal
27 counsel for those in need. To be effective citizens, individuals must be trained and aided in developing strategies and
28 expertise that will enable them to operate effectively in a democratic society.

29 The Association [opposes] **believes that** any federal, state, or local law; executive order or presidential signing
30 statement; [and/or] **or** amendment to the U.S. or state constitutions **or interpretation thereof** that [curtail] **curtails**
31 basic civil rights [including the right to habeas corpus] **is detrimental to a free and democratic society.** (1969, 2016)

32 **I-21. Freedom of Religion**

33 The National Education Association believes that freedom of religion is a fundamental human right. The
34 Association also believes that choice of religion is an intensely personal decision, **individuals have the right to**
35 **practice their religion, and no person should use religious beliefs as a basis for discrimination.** Instruction in
36 religious doctrines and practices is best provided within a family setting and/or by religious institutions.

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

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

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

48 The Association also opposes any federal legislation or mandate that would require school districts to schedule a
49 moment of silence. The Association particularly opposes a moment of silence as a condition for receiving federal
50 funds. (1995, 2016)

1 **I-50. Hate-Motivated Violence**

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

8 The Association recognizes the danger of White supremacist groups and all media sources that promote hateful
9 speech and actions, and the continuation of institutional racism. *Further, the Association recognizes the danger of*
10 *any group that marginalizes anyone based on race, color, national origin, gender, sexual orientation, gender*
11 *identity, age, disability, size, marital status, or economic condition.* Therefore, educators must take a significant role
12 in countering the effects of such speech, actions, and racism on our students, families, and communities. (1991, 2017)

13 **New I. White Supremacy Culture**

14 *The National Education Association believes that, in order to achieve racial and social justice, educators must*
15 *acknowledge the existence of White supremacy culture as a primary root cause of institutional racism, structural*
16 *racism, and White privilege. Additionally, the Association believes that the norms, standards, and organizational*
17 *structures manifested in White supremacy culture perpetually exploit and oppress people of color and serve as*
18 *detriments to racial justice. Further, the invisible racial benefits of White privilege, which are automatically*
19 *conferred irrespective of wealth, gender, and other factors, severely limit opportunities for people of color and*
20 *impede full achievement of racial and social justice. Therefore, the Association will actively advocate for social*
21 *and educational strategies fostering the eradication of institutional racism and White privilege perpetuated by*
22 *White supremacy culture.* (2018)

23 **New I. Private Prisons**

24 *The National Education Association believes that profiting from incarceration is in direct conflict with the*
25 *objective to rehabilitate those who have committed crimes. Additionally, private prison practices such as*
26 *maintaining high occupancy rates and unsafe staff-to-inmate ratios, lobbying for harsh sentences, and providing*
27 *inadequate services undermine restorative justice practices and disproportionately affect people of color.*
28 *Therefore, the Association believes that incarcerated individuals should be held in publicly operated institutions.*
29 (2018)

30 **J-3. Membership Participation in the Association**

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

33 The Association also believes that early-career members should be encouraged to participate in and pursue
34 appropriate leadership opportunities at the local, state, and national levels of the union.

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

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

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

41 Members should also support public education by sending their children to public *preK through post-secondary*
42 educational institutions. (1969, 2017)

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 2017–2018 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 2017–2018 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 2018 Representative Assembly will begin with Goal Area I and proceed through J, A, B, 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.