

2012-2013 NEA RESOLUTIONS

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1 **A. SERVE AS THE NATIONAL VOICE FOR EDUCATION**

2 **PUBLIC PERCEPTIONS OF EDUCATION**

3 **A-1. Public Education**

4 The National Education Association believes that public educational opportunities for every
5 American must be preserved and strengthened.

6 The Association also believes that public education is the cornerstone of our social, economic, and
7 political structure and is of utmost significance in the development of our moral, ethical, spiritual, and
8 cultural values. The Association further believes that each state must maintain a system of public
9 education that prepares its citizens to—

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

21 The Association believes that its members should support public education by sending their children
22 to public educational institutions. (1969, 2012)

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

24 The National Education Association believes that each student has the right to a free public education
25 that should be suited to the needs of the individual and guaranteed by state constitutions and the United
26 States Constitution. Education is a lifelong process, and public education serves a constituency that
27 embraces all age groups. Access to and opportunities for postsecondary education should be widely
28 available, and no qualified student should be denied such opportunities because of financial
29 considerations.

30 The Association also believes that all schools must be accredited under uniform standards established
31 by the appropriate agencies in collaboration with the Association and its affiliates, and that the
32 accreditation process must provide sufficient flexibility to enable individual schools to achieve
33 educational excellence and respond to the needs of their students and community. The development of a
34 periodic review of locally established programs should involve community members, parents/guardians,
35 students, teachers, and education support professionals. The Association further believes that individuals,
36 at their expense, should be free to choose, to supplement, or to substitute education in privately supported,
37 nonsegregated, nonpublic schools.

38 The Association believes tax-exempt status should be denied to those institutions whose policies
39 and/or practices prevent the integration of the institutions. (1969, 2006)

40 **A-3. Excellence in Education**

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

48 The Association further believes that sufficient resources, interventions, and program alternatives
49 must be provided for the proper placement of each student. (1983, 2004)

1 **A-4. Understanding and Support of Public Education**

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

8 The Association also believes that the success of our nation depends upon high standards of
9 educational excellence. The Association supports a positive school environment; excellence in teaching;
10 high standards for success, learning, and student behavior; and extensive parental involvement. The
11 Association also recognizes its responsibility to promote excellence in public education and supports
12 efforts to improve it. (1969, 2007)

13 **A-5. Collaborative Partnerships**

14 The National Education Association believes that families, schools, communities, and other willing
15 partners at the local, state, and national levels are fundamentally and positively interconnected.

16 The Association also believes that building and sustaining collaborative partnerships among families,
17 schools, communities, and willing partners is integral to ensuring every student great public schools.
18 Critical strategies for effective partnerships should include—

- 19 a. Agreeing on core values
- 20 b. Using data to set priorities and focus strategies
- 21 c. Providing relevant training to facilitate ongoing partnerships
- 22 d. Using targeted outreach to focus on areas of mutual concern
- 23 e. Building one-to-one relationships between families and educators that are linked to learning
- 24 f. Setting, communicating, and supporting high and rigorous expectations
- 25 g. Addressing cultural differences
- 26 h. Connecting students to the community. (2012)

27 **A-6. Parental Involvement**

28 The National Education Association believes that a community engaged in the life of its public
29 schools is paramount to the future of public education. The Association also believes that a strong
30 partnership must be formed among parents/guardians, schools, the Association, and the community to
31 address the mutual interests of the entire community.

32 The Association further believes that parents/guardians who are active participants in the education of
33 their children increase the likelihood of the achievement of educational excellence. Parents/guardians,
34 teachers, other education employees, school board members, and the community must set high
35 expectations for student behavior and academic success and provide the encouragement and support for
36 each student to achieve his or her full potential.

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

42 The Association also believes that parents/guardians should be encouraged to visit their children’s
43 schools and communicate with their children’s teachers and other education employees with whom the
44 children have daily contact. In addition, schools should communicate with parents/guardians in their
45 native language. The Association further believes that parents/guardians, students, community members,
46 teachers, other education employees, and school board members should promote the successes of the
47 collaboration between the school and the community. (2001, 2007)

48 **A-7. School Boards**

49 The National Education Association believes that it is the responsibility of school boards to provide a
50 quality education to each student within a school district. The Association also believes that school boards
51 must provide resources and support so that each school in a district meets standards for educational

1 excellence. The Association further believes that school boards must promote public understanding of the
2 importance of public education and the schools and programs within their school districts.

3 The Association believes that the composition of school boards must be representative of the
4 population within the school district, including minority groups; that board members must be elected by
5 the voters in the school district; and that board members must be elected from representative districts. The
6 Association opposes federal, state, and local takeovers of public schools, public school districts, and their
7 governing boards. The Association also believes that the closing of schools by school boards to avoid
8 legislative corrective action is not in the best interest of students, parents, or school employees. The
9 Association further believes that provisions should be made for parents/guardians of students who are
10 attending school in a district other than their home district as part of a court-ordered interdistrict busing
11 plan to have substantive influence on board actions and policies.

12 The Association believes that student participation in a school board's deliberative process should be
13 encouraged, and that student input in the voting process should be advisory only. Wherever a school
14 board includes student members, they should be excluded from participating in discussions, receiving
15 information, and voting on issues dealing with education employees and items contained in negotiated
16 agreements.

17 The Association further believes that school board meetings must be held at times and places that
18 allow education employees, local affiliates, and the community to participate in educational decision
19 making. (1980, 2006)

20 **A-8. Business Support for Public Education**

21 The National Education Association believes that the business community and the Association should
22 work cooperatively in promoting, planning, implementing, and evaluating school-community-business
23 partnerships in the support of public education.

24 The Association welcomes from the business community supplementary activities such as
25 cooperative programs, resource assistance, release of employees for parent-teacher conferences, funding
26 for scholarships, and the donation of specialized equipment.

27 The Association also believes that the use of programs that involve the marketing and/or promoting of
28 products that exploit students and/or institutions should be prevented. (1984, 1996)

29 **A-9. American Education Week**

30 The National Education Association believes that American Education Week is an important
31 observance during which positive attention should be focused on the contributions of public education
32 and education employees. (1997, 2006)

33 **A-10. U.S. Department of Education**

34 The National Education Association believes that the U.S. Department of Education must be a viable
35 force for the maintenance and improvement of public education. The Association also believes that
36 Association members must be fully involved in establishing goals and planning programs with the
37 Department.

38 The Association further believes that internal and external attempts to dismantle and to erode the
39 effectiveness of the Department of Education through the federal budgetary process are detrimental to the
40 public interest. (1980, 1988)

41 **A-11. Historically Black Colleges and Universities**

42 The National Education Association recognizes that historically black colleges and universities
43 (HBCUs) have played a vital role in helping Americans in their efforts toward building a truly pluralistic
44 society.

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

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

1 **A-12. Use of Closed Public School Buildings**

2 The National Education Association believes that closed public school buildings that have been
3 deemed safe can be used effectively for public preschool, day care, job training, and adult education
4 centers. The Association also believes that closed public school buildings should be sold or leased only to
5 those organizations that do not provide direct educational services to students and/or are not in direct
6 competition with public schools. (1982, 2000)

7 **A-13. School Accountability**

8 The National Education Association supports effective and fair school accountability systems. The
9 Association believes that these systems must promote student excellence and growth that reflect
10 meaningful, high quality learning and ensure that the best teaching practices are supported and utilized.
11 The Association also believes that the focus of the accountability system must be on the school, not on
12 individual stakeholders, as the unit for evaluation and improvement of student learning. Development
13 and implementation of the accountability system must ensure that the stakeholders at the school, district,
14 state, and national levels share the responsibility for establishing clear goals, adopting high expectations
15 for student learning, demonstrating multiple methods of student success, and providing adequate and
16 equitable funding and support systems.

17 The Association further believes that a school accountability system must—

- 18 a. Promote educational excellence
- 19 b. Ensure the alignment of standards, assessments, and curricula
- 20 c. Balance its focus on school context, process, and student performance
- 21 d. Set high standards for student learning, levels of support by each stakeholder, and clearly defined
22 goals for the school as a unit
- 23 e. Provide for the development and implementation of a valid methodology for use as an assessment
24 tool to determine the required funding necessary to enable all students to achieve educational
25 excellence
- 26 f. Provide professional development for all education employees prior to implementation of the system
- 27 g. Use multiple assessment tools that are universally designed and sources of data that are meaningful,
28 relevant, valid, and reliable
- 29 h. Include necessary accommodations and modifications to maximize the success of all students
- 30 i. Include measures to improve school accountability
- 31 j. Identify how the school as a unit achieves its goals
- 32 k. Identify the quality, quantity, and impact of support provided by each stakeholder
- 33 l. Identify and address the internal and external factors that impact student learning and
34 development
- 35 m. Provide for the timely dissemination of assessment results to all stakeholders
- 36 n. Be applied in a fair and equitable manner
- 37 o. Include periodic evaluation and modification of the system
- 38 p. Provide for the development of a school improvement plan
- 39 q. Include a formal appeals process for every school that is being targeted with academic sanctions
40 or any other form of takeover.

41 The Association believes that the school improvement process must, at a minimum—

- 42 a. Involve all school staff as active partners in the development of the plan
- 43 b. Provide the additional funding, resources, and assistance necessary to accomplish the plan
- 44 c. Identify the responsibilities of each stakeholder—students, education employees,
45 parents/guardians, community members, government, policymakers, social agencies, and
46 taxpayers—in the implementation of the plan
- 47 d. Provide time for planning, implementation, and reassessment
- 48 e. Be consistent with education employees’ rights and responsibilities as set forth in laws, contracts,
49 policies, and/or local agreement processes. (1971, 2010)

50 **A-14. Appointments by the President of the United States**

51 The National Education Association believes that the need for quality education demands that criteria
52 for presidential appointments in the field of education shall include a commitment to public education and

1 significant contributions to the education community. Education employees should be included in such
2 appointments. (1970, 1990)

3 **FINANCING OF PUBLIC EDUCATION**

4 **A-15. Financial Support of Public Education**

5 The National Education Association believes that every state should ensure its students a quality
6 education by providing the funding needed to enable all students to achieve educational excellence. Such
7 an education requires adequate and equitable funding from public tax sources for schools to obtain the
8 resources (e.g., personnel, programs, materials, buildings, and technology) to meet the needs of all
9 students. The Association also believes that—

- 10 a. An increasing portion of public funds should be for direct instruction of students.
- 11 b. The amount of aid must be generally predictable for long-range planning and specifically
12 predictable for year-to-year planning.
- 13 c. Present programs of specific aid must be expanded and improved by consolidation and
14 simplification of administration.
- 15 d. Tax revision favorable to public education should be encouraged and continually reviewed at
16 every governmental level.
- 17 e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed
18 on their budgets or long-term borrowing.
- 19 f. The state and local share of finance must be derived from a tax system that is balanced and
20 complementary in nature, includes all broad-based taxes, reduces the excessive reliance on
21 property taxes, and protects subsistence income.
- 22 g. Provisions must be made for research, development, implementation, continuation, and
23 improvement in education practices. Funding must be included for resources such as personnel,
24 time for staff planning, training and professional development, facilities, equipment, and
25 materials.
- 26 h. State and federal mandates affecting public education programs must be accompanied by
27 adequate and equitable funding.
- 28 i. School trust lands must be administered with the generation of funds for public education as a
29 primary goal and in a manner that ensures the sustainable use of those lands by current and future
30 generations. State school trust funds should be fairly compensated by the federal government for
31 school trust lands included in national parks, monuments, or wilderness areas.
- 32 j. Efforts should be made at the state and federal levels to ensure stable, adequate, and equitable
33 funding of public schools historically receiving revenues derived from state and federal lands and
34 natural resources. These efforts should include, but not be limited to, ensuring the sustainable use
35 of these public lands and resources by current and future generations.
- 36 k. Additional funding must be provided to cover the cost of achieving the goals of raising student
37 performance, implementing new programs, and raising standards of student learning.
- 38 l. Funding should be greater for students facing social, economic, and/or education challenges.
- 39 m. Funds must be provided for programs to alleviate race, gender, and sexual orientation
40 discrimination and to eliminate portrayal of race, gender, sexual orientation, and gender
41 identification stereotypes in the public schools.
- 42 n. Public funds must not be expended for any materials used to promote race, gender, or sexual
43 orientation and gender identification stereotypes and/or biases.
- 44 o. Public funds must not be expended in institutions where either specific programs or the institution
45 has been found guilty of discrimination.
- 46 p. Categorical funding must be assured in areas such as special education, bilingual/English as a
47 second language, class size reduction, the economically/educationally disadvantaged, and adult
48 education.
- 49 q. Any institution, agency, or individual receiving financial aid from federal, state, or local
50 governments must adhere to all applicable state and federal laws, rules, and regulations.
- 51 r. Full-day, every day kindergarten programs should be fully funded.
- 52 s. Federal, state, and, as appropriate, local governments should provide funds sufficient to make
53 pre-kindergarten available for all three- and four-year-old children.

- t. It is inappropriate to support the educational programs of a public school by the sale of non-nutritious foods and beverages to students during the school day.
- u. Public funds should be based on student enrollment rather than student attendance.

The Association opposes providing any public revenues to pre-K through 12 schools for sectarian instruction. The Association also opposes providing such revenues to sectarian and nonsectarian pre-K through 12 private schools or to nonpublic school students in pre-K through 12 education, unless such revenues are used for educational services that are not available in public schools to which students have reasonable access. (1997, 2012)

A-16. Federal Financial Support for Education

The National Education Association believes that the federal government has a legitimate and proper concern and responsibility for the quality of public education provided to its citizens.

The federal government should—

- a. Ensure equity and adequacy of educational opportunity for all
- b. Collect basic data to be used in public schools and to engage in research, development, and consultation activities that support quality state and local education programs
- c. Grant supplemental aid to states that are not able to raise adequate funds to provide all students with a high-quality education and to provide funding to support state and local government efforts in pursuit of national interests in public education.

Federal funding formulas should reflect the most current and accurate accounting of the public school population; measurements of poverty; and the state's ability to raise adequate funds. The Association also believes that funding for federal programs should be substantially increased, not merely redistributed among states or other federal initiatives.

The Association further believes that there should be federal support for education whereby—

- a. The federal government assumes a full partnership role with local school districts by providing significant levels of federal funding for elementary and secondary education through a program of general aid and categorical assistance along with the mandatory full funding of mandated federal programs.
- b. Federal education funding is clear and identifiable within the federal budget.
- c. Federally funded instructional programs have maximum teacher involvement in their development at the federal level and must be implemented at the local level only after the involvement and approval of the recognized bargaining agent or local affiliate.
- d. Advisory committees for federally funded programs reflect the ethnic makeup of local communities and maintain a gender balance to ensure accountability and equity. Parents/guardians, students, and educators should be included as members of these committees
- e. The amount of aid is generally predictable for long-range planning and specifically predictable for year-to-year planning.
- f. Federal legislation complies with civil rights statutes and is consistent with the constitutional provision respecting the establishment of religion and provides for judicial review as to its constitutionality.
- g. Categorical funding is assured in areas such as special education, bilingual/English as a second language, and the economically/educationally disadvantaged.

The Association believes that federal monies budgeted for pre-K through adult education must be equitably and adequately expended for public education. The Association opposes any federal legislation, laws, or regulations that provide funds, goods, or services to sectarian schools. The Association also opposes providing such funds, goods, or services to nonsectarian private schools or nonpublic school students in pre-K through adult education, unless those funds, goods, or services are used for educational services that are not available in public schools to which students have reasonable access. The Association condemns and deplores federal policies and programs that serve to undermine America's historical commitment to free public education. (1983, 2007)

A-17. School Trust Lands

The National Education Association believes in providing support to states with school trust lands to ensure that they are an important source of funding for public education. The Association supports providing such states with the assistance and guidance necessary to ensure the trust lands and permanent

1 funds generate the maximum revenue possible for public education consistent with the sustainable use of
2 those lands by current and future generations.

3 The Association also believes that, to maximize educational dollars available to states and ensure a
4 quality education system, revenue from trust lands should be used to supplement, not supplant, revenue
5 for general fund education budgets. (2008)

6 **A-18. Financial Support for Postsecondary Education**

7 The National Education Association supports the maintenance and expansion of funding for
8 postsecondary education, including programs of institutional and scholar support, research grants, support
9 for historically Black and developing institutions, and student financial assistance to assure access and
10 choice for all qualified students—regardless of personal financial means—who wish to pursue
11 postsecondary education. The Association believes that student need and enrollment should be criteria for
12 funding postsecondary education. The Association also believes that need-based student financial
13 assistance should be available through all postsecondary education institutions and governmental
14 agencies. (1986, 1998)

15 **A-19. Higher Education Research and Study Grants**

16 The National Education Association believes that both the governmental and private sectors should
17 provide research and study grants to higher education faculties in all academic areas. Such grants should
18 be awarded on the basis of merit without discrimination. The dissemination of grants should not be used
19 to influence university decisions and policies.

20 The Association also believes that the process of study and research grants provided should not
21 influence undergraduate or graduate curricula until such time as the research is completed and
22 systematically integrated into the curricula.

23 The Association further believes that our national economic well-being is dependent upon the
24 expansion of the highest quality research and training in our professional and graduate schools as well as
25 the recruitment and training of a diverse and highly skilled workforce.

26 The Association believes that academic freedom applies to research and the dissemination of research
27 results. (1985, 2001)

28 **A-20. Financial Crisis**

29 The National Education Association believes that free public education is in a financial crisis. The
30 Association seeks to maintain and expand educational programs for students by advocating adequate and
31 equitable public and legislative financial support. The Association also believes that quality education
32 requires adequate personnel, teaching materials, and supplies as priorities to be considered in the event of
33 financial crisis.

34 The Association opposes the establishment of ad hoc classrooms in the event of school closures.
35 (1975, 2002)

36 **A-21. Public Education/National Defense**

37 The National Education Association believes that maintenance of a strong system of public education
38 is paramount to maintaining a strong national defense. Whenever there is a redirection of resources from
39 military purposes, the Association supports a policy of economic conversion to facilitate the orderly
40 redirection of such resources to alternative civilian uses, with public education being one of the highest
41 priorities. (1985, 2007)

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

43 The National Education Association supports funding to maintain quality education for students in
44 school districts impacted by federal policies, lands, activities, and installations. A financial crisis exists in
45 many impacted areas because of insufficient, temporary, year-to-year appropriations.

46 The Association urges a permanent solution to the financial problems of severely impacted school
47 districts, ensuring federal support at least to the degree that their local revenues are impaired or their costs
48 increased.

49 The Association endorses the concept of a national payments-in-lieu-of-taxes program. This
50 endorsement does not affect the Association's continued support of current impact aid programs. The

1 establishment of any payments-in-lieu program should not adversely affect any locality currently
2 receiving impact aid. (1970, 1994)

3 **A-23. Educational/Economic Stability of States**

4 The National Education Association believes that the educational well-being of the country depends
5 upon the economic health of each of the regions, states, and localities.

6 The Association supports efforts to alleviate the effects of unemployment and supports retraining and
7 appropriate job-creation legislation.

8 The Association also supports efforts to correct policies that contribute to the particular economic
9 difficulties of individual regions, states, and localities. (1981, 1993)

10 **A-24. Tax Reform**

11 The National Education Association supports tax reform and believes that it should—

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

30 **A-25. Privatization and Subcontracting Programs[†]**

31 The National Education Association believes in promoting the importance of quality public
32 education, the principle of separation of church and state, the economic security of public education
33 employees, and racial integration in the public schools.

34 The Association opposes any privatization or subcontracting arrangement that—

- 35 a. Has the potential to reduce the resources that otherwise would be available to achieve and/or
36 maintain a system of quality public education or the potential to otherwise negatively impact on
37 public education
- 38 b. Allows public funds to be used for religious education or other religious purposes or that
39 otherwise weakens the wall of separation between church and state
- 40 c. Places the economic security of public education employees at risk, without regard to individual
41 job performance, so that the services in question can be performed by private sector employees
- 42 d. Replaces services that are, or could feasibly be, provided by the public schools
- 43 e. Has the purpose or effect of causing or maintaining racial segregation in the public schools
- 44 f. Has not been agreed to by the affected affiliate. (2000)

45 **A-26. Voucher Plans and Tuition Tax Credits**

46 The National Education Association believes that voucher plans, tuition tax credits, or other
47 funding/financial arrangements that use tax monies to subsidize pre-K through 12 private school

[†] See the *NEA Handbook* for the Policy Statement on Privatization and Subcontracting adopted by the 2000 Representative Assembly.

1 education can undermine public education; reduce the support needed to adequately fund public
2 education; cause racial, economic, and social segregation of students; and threaten the constitutional
3 separation of church and state that has been a cornerstone of American democracy.

4 The Association opposes voucher plans, tuition tax credits, or other such funding arrangements that
5 pay for students to attend sectarian schools. The Association also opposes any such arrangements that pay
6 for students to attend nonsectarian pre-K through 12 private schools in order to obtain educational
7 services that are available to them in public schools to which they have reasonable access.

8 The Association also believes that any private school or agency that receives public funding through
9 voucher plans, tax credits, or other funding/financial arrangements must be subject to all accountability
10 measures and regulations required of public schools. (1970, 2003)

11 **A-27. Deleterious Programs**

12 The National Education Association believes that tax credit programs, management-by-objective
13 systems, block grants, and revenue sharing programs have at times been implemented in ways that are
14 harmful to public education. The Association also believes that such programs should be monitored to
15 prevent such abuses. (1974, 2000)

16 **A-28. For-Profit Schools[†]**

17 The National Education Association believes that there is an inherent conflict between serving the
18 needs of children and serving the needs of stockholders in an educational setting, and opposes education
19 for profit. (2000)

20 **A-29. Funding for Extracurricular Programs**

21 The National Education Association believes that every public school student must have an
22 opportunity to participate in school-sanctioned and funded extracurricular programs.

23 The Association urges that equitable funds for transportation, facilities, equipment, and remuneration
24 of staff be provided for all school-sanctioned extracurricular activities. Funding should be equitably
25 distributed between athletic and nonathletic extracurricular activities. The Association also believes that
26 extracurricular fundraising is not an acceptable substitute for district funding of extracurricular activities.
27 (1975, 2001)

28 **A-30. Local Education Foundations**

29 The National Education Association believes that local education foundations (LEFs) can strengthen
30 the educational objectives of a school system by supporting programs that will enhance the approved
31 school curriculum. LEFs are nonprofit organizations whose boards represent local community and
32 education leaders. Each LEF is unique in its operation with the purpose of generating resources for local
33 public education programs.

34 The Association also believes that LEFs should be separate from the local board of education and
35 district administration and must not supplant local budgets. The Association further believes that
36 education employees in positions within an LEF-funded program must be a part of an existing collective
37 bargaining unit or, in nonbargaining jurisdictions, must be subject to the existing legislation, employer
38 policy, and/or other sources that establish the terms and conditions of employment. The Association
39 believes that projects and programs developed by LEFs must not replace current educational programs
40 offered by the district and must not displace members from assignments held in the district. The district
41 must be reimbursed for the use of facilities, resources, or services at the full rate.

42 The Association also believes that LEFs should grant awards to education employees in a fair,
43 equitable, and nondiscriminatory process. LEFs should establish, publish, and implement clear guidelines
44 for granting awards.

45 The Association further believes that education employees included in LEF grant programs must be
46 protected from reproach by school and/or community members. (2006, 2007)

[†] See the *NEA Handbook* for the Policy Statement on Privatization and Subcontracting adopted by the 2000 Representative Assembly.

1 QUALITY EDUCATION

2 **A-31. Educational Bureaucracy**

3 The National Education Association believes that expanding the educational bureaucracy severely
4 limits optimal classroom instruction. Affiliates should work toward a teacher-led educational system that
5 will reduce bureaucracy. (1977, 1996)

6 **A-32. Improving and Maintaining Educational Facilities**

7 The National Education Association believes that many educational facilities are in a state of decay,
8 neglect, and/or deterioration. The Association supports funding to modernize, expand, replace, and/or
9 maintain these facilities in order to provide a safe, healthy, and effective teaching and learning
10 environment for students and education employees.

11 The Association also believes that the community, parents/guardians, students, and education
12 employees must be effectively involved in the development of plans to modernize, expand, and/or replace
13 facilities.

14 The Association further believes that preventive maintenance in all facilities is equally important in
15 achieving this goal.

16 The Association believes that all students deserve classrooms that are contained in a permanent
17 physical plant and that such classrooms should be appropriately equipped for optimal teaching and
18 learning. The Association also believes that temporary or portable structures such as trailers are inherently
19 inadequate substitutes for permanent structures. (1969, 2009)

20 **A-33. Acceptable Charter Schools and Other Nontraditional Public School** 21 **Options[†]**

22 The National Education Association supports innovation in public education. The Association
23 believes that acceptable charter schools and other nontraditional public school options, which comply
24 with Association criteria, including, but not limited to, collective bargaining efforts and the full
25 participation of the association, can provide educational alternatives for students. The Association also
26 believes that, when concepts such as charter schools and other nontraditional school options are proposed,
27 affected public education employees should be directly involved in the design, implementation, and
28 governance of these programs.

29 The Association further believes that plans should not negatively impact the regular public school
30 program and must include adequate safeguards covering contract and employment provisions for all
31 employees, voluntary participation, health and safety standards for all students and employees,
32 nondiscrimination and equal educational opportunity, staffing by licensed education professionals, and
33 financial responsibility.

34 The Association believes that programs must be adequately funded, must comply with all standards
35 for academic assessment applicable to regular public schools, must include start-up resources, must not
36 divert current funds from the regular public school programs, and must contain appropriate procedures for
37 regular periodic assessment and evaluation, as well as adequate attendance and record keeping
38 procedures.

39 The granting of charters should be consistent with the following principles:

- 40 a. Charter schools should serve as a laboratory for field-testing curricular and instructional
41 innovations and/or to provide educational opportunities for students who cannot adequately be
42 served in mainstream public schools.
- 43 b. Charter school programs must be qualitatively different from what is available in mainstream
44 public schools and not just an avenue for parental choice.
- 45 c. Local school boards should be the only entity that can grant or renew charter applications.
- 46 d. The criteria for granting a charter should include a description of clear objectives, missions, and
47 goals. Renewal of a charter should be contingent on the achievement of these objectives,
48 missions, and goals.

[†] See the *NEA Handbook* for the Policy Statement on Charter Schools adopted by the 2001 Representative Assembly.

- 1 e. Appeals of local school board decisions in charter applications should be made to a state
2 education agency but appeals should be heard only on the grounds of arbitrary, capricious, or
3 unreasonable decision making, not on the educational judgment of the local school board.
- 4 f. Prior to employment at a charter school, educators should be given full disclosure with regard to
5 working conditions, right of return, transfer rights, and financial implications.
- 6 g. Private, for-profit entities should not be eligible to receive a charter.
- 7 h. Charter schools should have a limited right to contract with for-profit entities for services only to
8 the extent that mainstream public schools can do so.
- 9 i. Charters should not be granted for the purpose of home schooling, including providing services
10 over the Internet to home schooled students.
- 11 j. Charter schools should be nonsectarian in nature.
- 12 k. Private schools should not be able to convert to charter school status. If state law allows such
13 conversions, the chartering agency should ensure that the converted school is significantly
14 different in student body, governance, and education program than its predecessor. This assurance
15 should be especially vigorous in the case of schools with prior religious affiliation.
- 16 l. Charters should be granted for a limited period, with five years being the norm, and should be
17 opened within one year of the date the charter was granted.
- 18 m. Charter schools should be monitored on a continuing basis and the charter should be subject to
19 modification or revocation at any time if the children's or the public's interest is at stake.
- 20 n. Charters should not be granted unless the chartering agency is satisfied that adequate startup
21 resources will be available.
- 22 o. Charter schools should secure insurance for liability, financial loss, and property loss. A school
23 district should not be responsible for debts of a charter school, except for debts previously agreed
24 upon in writing by both the district and the governing body of the charter school.
- 25 p. School boards must be authorized to deny applications that do financial harm to the authorizing
26 school districts.
- 27 Charter schools should be designed and operated in accordance with the following principles:
 - 28 a. Charter schools may have flexibility within the requirements of law dealing with curriculum,
29 instruction, staffing, budget, internal organization, calendar, and schedule.
 - 30 b. Charter schools must meet the same requirements as mainstream public schools with regard to
31 licensure/certification and other requirements of teachers and education employees, health and
32 safety, public records and meetings, finance and auditing, student assessment, civil rights, and
33 labor relations.
 - 34 c. Teachers and education support professionals should be considered public employees.
 - 35 d. Teachers and education support professionals should have the same constitutional and statutory
36 rights as other public employees.
 - 37 e. Charter schools should be subject to the same public sector labor relations laws as mainstream
38 public schools and charter school employees should have the same collective bargaining rights
39 under law and local practice as their counterparts in mainstream public schools.
 - 40 f. Students should not be charged tuition or required to pay a fee to attend a charter school.
 - 41 g. Students should not be involuntarily assigned to attend a charter school.
 - 42 h. Charter schools should have some discretion in selecting or rejecting students if they are designed
43 to serve a targeted student population. Students shall not be screened on the basis of race,
44 religion, gender, sexual orientation and/or gender identification, English-language proficiency,
45 family income, athletic ability, special needs, parental involvement in school affairs, intellectual
46 potential, academic achievement, or cost of educating the student. Indirect screening such as
47 denying admission because of the cost of transportation of a student shall not be permitted.
 - 48 i. Charter schools should meet the needs of at-risk students and those students requiring special
49 education services.
 - 50 j. The choice of employment at a charter school should be voluntary. Employees in conversion
51 charter schools should be afforded an opportunity to transfer to a comparable position at another
52 mainstream public school.
 - 53 k. Charter schools should not disproportionately divert resources from mainstream public schools.
54 Charter schools should receive the same amount of money as a comparable mix of students in a
55 mainstream public school. Adequate funds must be available for capital expenditures such as

1 buildings and equipment that do not come from the operating budget of the charter school or the
2 host district. (1993, 2010)

3 **A-34. Takeover of Public Schools or Public School Districts**

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

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

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

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

18 **A-35. Federally or State-Mandated Choice/Parental Option Plans**

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

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

25 The Association supports alternative programs for specific purposes in the public schools. (1989,
26 2001)

27 **A-36. School Restructuring**

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

- 32 a. Adhere to collectively bargained labor agreements
- 33 b. Comply with all appropriate school board policies
- 34 c. Exhaust all viable evidence-based internal school improvement plans that address the needs of the
35 whole child
- 36 d. Identify, analyze, and evaluate the impact of restructuring and its funding
- 37 e. Deliberate restructuring proposals in open meetings and public hearings
- 38 f. Develop procedures and criteria that support and attract staff transfers to/from restructured
39 schools.

40 The Association also believes that education services in restructured schools should continue to be
41 provided by public entities and public employees. (2006, 2012)

42 **A-37. District Consolidation/Deconsolidation**

43 The National Education Association believes that any proposal that calls for the
44 consolidation/deconsolidation of districts should be brought forth by locally elected school boards of
45 affected districts.

46 The Association also believes that district consolidation/deconsolidation must employ a democratic
47 process that meaningfully involves local associations and other stakeholders in all decision making.

48 The Association further believes that if districts undergo consolidation/deconsolidation, all education
49 employees in the new district(s) should be treated equitably with no reduction in the salary, benefits,
50 protections, bargaining rights, or due process rights of the employees. Employees of these public school
51 districts should remain bargaining unit members of local, state, and national affiliates. (2008)

1 **A-38. Media Utilization**

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

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

10 The Association urges its affiliates to become involved in the program development and utilization of
11 each of these media resources. The Association also urges continued local, state, and federal financial
12 support for public broadcasting. (1981, 1996)

13 **A-39. Community Education**

14 The National Education Association believes that the concept of community education encourages
15 schools to provide leadership in solving community problems.

16 The Association urges its state affiliates to become involved in the promotion, expansion, and
17 implementation of community education programs in their states. (1977, 1986)

18 **A-40. Rural Education**

19 The National Education Association supports a strong rural educational system and the preservation
20 of the community infrastructure in rural America.

21 The Association believes that rural areas contain a range of conditions that make them unique and
22 supports the development of programs that recognize and deal with rural needs. The Association
23 recognizes that equal per pupil funding may not provide equal education. The Association also believes in
24 equal educational programs and the equitable funding of such programs, and that neither should be
25 dependent on geographical location, density of population, or consolidation of rural schools. (1976, 1997)

26 **A-41. Urban Development**

27 The National Education Association believes that professional organizations should be concerned
28 about the quality of life in our cities and should advocate policies or programs concerning land use,
29 zoning, urban development, economic growth, plant closings, mass transit, rent subsidy, or other issues
30 vitally affecting patterns of community development and subsequently the quality of education in our
31 schools. (1974, 1988)

32 **A-42. U.S. Federal Schools**

33 The National Education Association believes that all federal schools, except those under the control
34 of the Bureau of Indian Affairs, should come under the auspices of the U.S. Department of Education.

35 The Association also believes that all dependents of U.S. government employees in Department of
36 Defense Education Activity (DoDEA) schools should be afforded the opportunity to attend such schools
37 and opposes any attempt by Congress to privatize these federal schools. (1980, 2002)

1 **B. ADVANCE THE CAUSE OF PUBLIC EDUCATION FOR ALL** 2 **INDIVIDUALS**

3 **LIFELONG LEARNING**

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

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

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

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

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

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

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

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

[†] See the *NEA Handbook* for the Policy Statement on Kindergarten and Pre-Kindergarten adopted by the 2003 Representative Assembly.

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

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

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

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

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

18 The Association believes that teachers' efforts to value and promote reading should be supported by
19 parents/guardians, school library media specialists, other education employees, and communities. (1998,
20 2009)

21 **B-3. Effective Communication**

22 The National Education Association believes that it is critical that students become effective
23 communicators in school and in life. Effective communication includes the written word, the spoken
24 word, and all other forms of expression. Communication instruction is essential for learning in all content
25 areas and for achieving high standards. Educators should be provided adequate resources and encouraged
26 to use their expertise to address the diverse needs of students.

27 The Association also believes that educators' efforts to value and promote effective communication
28 should be supported by parents/guardians, administrators, other education employees, and communities.
29 (2009)

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

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

33 The Association encourages development of a curriculum that establishes realistic academic
34 challenges that include character development, career, vocational, and technical exploration, and self-
35 awareness that foster positive self-esteem.

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

38 **B-5. Color Vision Deficient Students**

39 The National Education Association believes that the needs of all students, including color vision
40 deficient students, must be met. All educational materials that use color coding for referencing
41 information should be accompanied by an alternate method of identifying these items of information such
42 as numbering or labeling the names of each color.

43 The Association encourages preservice preparation and staff development for education employees
44 that present strategies for working with color vision deficient students. Such training should also address
45 sensitizing instructional staff to the needs of color vision deficient students. (2004, 2005)

46 **B-6. Dropout Prevention**

47 The National Education Association believes high school graduation must be a federal, state, and
48 local priority.

49 The Association also believes that education systems should collaborate with parents/guardians and
50 the broader community. Together, they should provide intervention, social/emotional and legal support,

1 academic assistance, and career programs to ensure that pre-K through 12 students remain in school
2 through the completion of high school graduation requirements.

3 The Association further believes that the disaggregation of graduation rate data is essential to identify
4 and to target for appropriate interventions highly impacted groups for high school completion. (2008,
5 2010)

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

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

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

12 The Association further believes that these options serve as valid indicators of readiness for
13 postsecondary opportunities. (2008)

14 **B-8. High School Diploma/Equivalency**

15 The National Education Association supports the concept of a high school education for all and
16 believes that every student should earn a high school diploma or its equivalent. The Association also
17 believes in the value of academic preparation, school attendance, and social interaction for meeting the
18 requirements of high school graduation.

19 The Association further believes that high school equivalency testing can be misused and can have a
20 negative impact on secondary education. The Association recognizes that in some instances the use of
21 high school equivalency tests is acceptable when the best interests of the students are served.

22 The Association believes that any state or district plan to use equivalency testing as the basis for
23 qualification for a high school diploma should be developed cooperatively by classroom teachers,
24 administrators, and governing boards. The plan should include provisions for recommendations from the
25 local school faculty. Recommendations should be based, at a minimum, upon achievement record, ability,
26 and age; and should be developmentally appropriate for the student. (1976, 1995)

27 **B-9. Adult Education**

28 The National Education Association supports adult education programs that provide lifelong
29 educational and career opportunities. The Association recognizes the importance of high school
30 completion, English language acquisition, parenting education, career training, and other adult education
31 programs that provide students with an opportunity to become productive, effective, and responsible
32 parents, citizens, and community members.

33 The Association believes that to have access to adult education programs, adult education students
34 with minor children should have child care available at their educational sites during class time. (2006,
35 2008)

36 **B-10. Higher Education**

37 The National Education Association supports higher education as an essential part of the education
38 process. The Association believes that postsecondary education serves an invaluable function for
39 intellectual development, research and scholarship, career preparation, and preparation for life.

40 The Association also supports access to postsecondary programs for all qualified students without
41 regard to age, gender, sexual orientation, gender identification, disability, race, military registration status,
42 or ability to pay. The Association also believes that postsecondary institutions should not penalize degree-
43 holding students who return to upgrade or develop new skills.

44 The Association further supports fully funded, guaranteed student loan and grant programs, including
45 fully funded health care insurance. Guaranteed loans should be made available for all students. Criteria
46 for grants should include the total financial situation of the family, other family members currently
47 enrolled in institutions of higher education, and parents'/guardians' ability to contribute financially.

48 The Association further believes that clear admission and graduation standards, careful student
49 counseling, tutorial and other support services, the right to complete coursework during or after the
50 quarter/semester missed due to documented extended illness, active participation of students in their own

1 learning, and a thoughtfully articulated curriculum can significantly help increase the number of students
2 successfully completing their degrees.

3 The Association believes that all courses must be offered with sufficient frequency and with a
4 sufficient number of sections to enable students to graduate within the time prescribed for each program.
5 (1980, 2002)

6 **EDUCATIONAL EQUITY**

7 **B-11. Class Size**

8 The National Education Association believes that excellence in the classroom can best be attained by
9 small class size.

10 The Association also believes in an optimum class size of fifteen students in regular programs and a
11 proportionately lower number in programs for students with exceptional needs. Class size maximums
12 must be based on the type of students, subject area content, physical facilities, and other criteria.
13 Weighted class size formulas should be implemented to reflect the inclusion of exceptional students. State
14 departments of education should collect and report class size data that reflect the class size experienced by
15 most students. (1982, 1997)

16 **B-12. Diversity**

17 The National Education Association believes that a diverse society enriches all individuals.
18 Similarities and differences among race, ethnicity, color, national origin, language, geographic location,
19 religion, gender, sexual orientation, gender identification, age, physical ability, size, occupation, and
20 marital, parental, or economic status form the fabric of a society.

21 The Association also believes that education should foster the values of appreciation and acceptance
22 of the various qualities that pertain to people as individuals and as members of diverse populations.

23 The Association further believes in the importance of observances, programs, and curricula that
24 accurately portray and recognize the roles, contributions, cultures, and history of these diverse groups and
25 individuals.

26 The Association encourages affiliates and members to become part of programs and observances that
27 may include cultural and heritage celebrations and/or history months. (1995, 2002)

28 **B-13. Racial Diversity Within Student Populations**

29 The National Education Association believes that a racially diverse student population is essential for
30 all elementary/secondary schools, colleges, and universities to promote racial acceptance, improve
31 academic performance, and foster a robust exchange of ideas. The Association also believes that a racially
32 diverse student population may not be achieved or maintained in all cases simply by ending
33 discriminatory practices and treating all students equally regardless of race.

34 The Association further believes that, to achieve or maintain racial diversity, it may be necessary for
35 elementary/secondary schools, colleges, and universities to take race into account in making decisions as
36 to student admissions, assignments, and/or transfers. (1999)

37 **B-14. Racism, Sexism, Sexual Orientation, and Gender Identification** 38 **Discrimination**

39 The National Education Association believes in the equality of all individuals. Discrimination and
40 stereotyping based on such factors as race, gender, sexual orientation, gender identification, disability,
41 ethnicity, immigration status, occupation, and religion must be eliminated.

42 The Association also believes that these factors should not affect the legal rights and obligations of
43 the partners in a legally recognized domestic partnership, civil union, or marriage in regard to matters
44 involving the other partner, such as medical decisions, taxes, inheritance, adoption, and immigration.

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

- 48 a. Increase respect, understanding, acceptance, and sensitivity toward individuals and groups in a
49 diverse society composed of such groups as American Indians/Alaska Natives, Asians, Native

- 1 Hawaiian or other Pacific Islanders, Blacks, Hispanics, women, gays, lesbians, bisexuals,
- 2 transgender persons, and people with disabilities
- 3 b. Eliminate discrimination and stereotyping in curricula, textbooks, resource and instructional
- 4 materials, activities, etc.
- 5 c. Foster the dissemination and use of nondiscriminatory and nonstereotypical language, resources,
- 6 practices, and activities
- 7 d. Eliminate institutional discrimination
- 8 e. Integrate an accurate portrayal of the roles and contributions of all groups throughout history
- 9 across curricula, particularly groups that have been underrepresented historically
- 10 f. Identify how prejudice, stereotyping, and discrimination have limited the roles and contributions
- 11 of individuals and groups, and how these limitations have challenged and continue to challenge
- 12 our society
- 13 g. Eliminate subtle practices that favor the education of one student over another on the basis of
- 14 race, gender, sexual orientation, gender identification, disability, ethnicity, or religion
- 15 h. Encourage all members of the educational community to examine assumptions and prejudices,
- 16 including, but not limited to, racism, sexism, and homophobia, that might limit the opportunities
- 17 and growth of students and education employees
- 18 i. Offer positive and diverse role models in our society, including the recruitment, hiring, and
- 19 promotion of diverse education employees in our public schools
- 20 j. Coordinate with organizations and concerned agencies that promote the contributions, heritage,
- 21 culture, history, and special health and care needs of diverse population groups
- 22 k. Promote a safe and inclusive environment for all.

23 The Association encourages its affiliates to develop and implement training programs on these
 24 matters. (1996, 2006)

25 **B-15. American Indian/Alaska Native Education**

26 The National Education Association recognizes that the complex and diverse needs of American
 27 Indian/Alaska Native children require the direct involvement of parents/guardians, Native educators,
 28 tribal leaders, and other Native groups in developing programs that preserve the rich heritage of their
 29 cultures.

30 The Association believes that funding for American Indian/Alaska Native education must provide for
 31 improvements. The Association supports the movement toward self-determination by American
 32 Indians/Alaska Natives provided that such programs are voluntary. Any termination of federal support as
 33 either a direct or an indirect result of efforts to extend self-determination is opposed.

34 The Association also believes in efforts that provide for—

- 35 a. Involvement and control of the education of American Indian/Alaska Native students by their
- 36 parents/guardians, communities, and educators
- 37 b. Opportunities for higher education for all American Indian/Alaska Native students through direct
- 38 governmental assistance in graduate and undergraduate programs
- 39 c. Involvement of American Indians/Alaska Natives in lobbying efforts for federal programs
- 40 d. Protection and maintenance of the integrity of American Indian/Alaska Native families and their
- 41 tribal cultures so that, if a child has to be removed from his or her home, placement should be
- 42 determined by the child's tribe
- 43 e. Recognition of American Indian/Alaska Native educators as role models
- 44 f. Involvement of American Indians/Alaska Natives in professional development programs dealing
- 45 with cultural pluralism and Native values
- 46 g. American Indian/Alaska Native involvement in developing multicultural learning centers at
- 47 higher education institutions
- 48 h. English proficiency programs that are designed to meet the language needs of American
- 49 Indian/Alaska Native students
- 50 i. Instruction in treaty rights and traditional hunting, fishing, and gathering practices by American
- 51 Indians/Alaska Natives
- 52 j. Assistance to affiliates in meeting the educational needs of American Indian/Alaska Native
- 53 students

- 1 k. Coordination with American Indian/Alaska Native organizations and concerned agencies that
- 2 promote the values, heritage, language, culture, and history of American Indian/Alaska Native
- 3 peoples
- 4 l. Dissemination of information and programs that include the values, heritage, language, culture,
- 5 and history of American Indians/Alaska Natives
- 6 m. Control of Native lands by American Indians/Alaska Natives
- 7 n. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 8 colleges, and course offerings at the high school level. (1976, 2011)

9 **B-16. Hispanic Education**

10 The National Education Association recognizes that the complex and diverse needs of Hispanic
11 children require the direct involvement of Hispanic educators, parents/guardians, and community leaders
12 in developing programs that meet the cultural, language, and learning characteristics of these children.

13 The Association believes in efforts that provide for—

- 14 a. Programs establishing appropriate educational opportunities for Hispanic students
- 15 b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and
- 16 retention of Hispanics
- 17 c. Recognition of Hispanic educators as role models
- 18 d. Hiring and promotion of Hispanic educators at all levels of the education profession
- 19 e. The recruitment, training, and employment of bilingual teachers, counselors, and other
- 20 professional and support staff to meet the needs of Hispanic students
- 21 f. English proficiency programs that are designed to meet the language needs of Hispanic students
- 22 g. Dissemination of information and programs that include the values, heritage, language, culture,
- 23 and history of Hispanics
- 24 h. Assistance to affiliates in meeting the educational needs of Hispanic students
- 25 i. English proficiency programs that are designed to meet the needs of Hispanic students
- 26 j. Involvement of Hispanics in lobbying efforts for federal programs
- 27 k. Involvement of Hispanic educators in developing educational materials used in classroom
- 28 instruction
- 29 l. Coordination with Hispanic organizations and concerned agencies that promote the values,
- 30 language, culture, and history of Hispanics
- 31 m. Involvement of Hispanics in professional development programs dealing with cultural pluralism
- 32 and Hispanic values
- 33 n. Opposition to the resegregation of the public schools through overrepresentation in special
- 34 education programs and underrepresentation in gifted programs
- 35 o. Opposition to the resegregation of the public schools through overrepresentation and/or
- 36 underrepresentation in charter schools
- 37 p. Programs that address the alarming dropout rates of male students and the disproportionate teen
- 38 pregnancy rate of Hispanic female students and encourage continuing education
- 39 q. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 40 colleges, and course offerings at the high school level.

41 The responsibility for developing and implementing programs for Hispanic children should be
42 realized by state and local agencies, regardless of the availability of federal funds. (1972, 2011)

43 **B-17. Asian and Native Hawaiian or Other Pacific Islander Education**

44 The National Education Association recognizes that the complex and diverse needs of Asian and
45 Native Hawaiian or other Pacific Islander children require the direct involvement of Asian and Native
46 Hawaiian or other Pacific Islander educators, parents/guardians, and community leaders in the
47 development of programs that preserve the rich heritage of their cultures.

48 The Association believes in efforts that provide for the—

- 49 a. Preservice and continuing education of teachers
- 50 b. Development of curriculum and instructional materials and programs, including English
- 51 proficiency programs that are designed to meet the language needs of Asian and Native Hawaiian
- 52 or other Pacific Islander students
- 53 c. Education of Asian and Native Hawaiian or other Pacific Islander adult refugees

- d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Native Hawaiian or other Pacific Islanders
- e. Recognition of Asian and Native Hawaiian or other Pacific Islander educators as role models
- f. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.

The Association encourages opportunities to preserve, promote, and perpetuate Asian and Native Hawaiian or other Pacific Islander heritage and culture. (1979, 2011)

B-18. Micronesian Education

The National Education Association recognizes that the complex and diverse needs of Micronesian children require the direct involvement of Micronesian island educators, parents/guardians, and community leaders in the development of programs that meet the cultural, language, and learning characteristics of these children.

The Association believes in efforts that provide for—

- a. Programs establishing appropriate educational opportunities for Micronesian students
- b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Micronesian students
- c. Development of relationship-building and culturally cohesive frameworks designed to meet the needs of Micronesians in the school, home, and work environment
- d. The recruitment, training, and employment of Micronesian island educators as role models, bilingual teachers, counselors, and other professional and support staff to meet the needs of Micronesian students
- e. Involvement of Micronesian educators in developing educational materials for classroom instruction, as well as the dissemination of information and programs that include the values, heritage, language, culture, and history of Micronesians
- f. Assistance to affiliates in meeting the educational needs of Micronesian students
- g. Opportunities for higher education for all Micronesian students through direct and indirect governmental assistance in graduate and undergraduate programs
- h. Protection of undergraduate and graduate ethnic studies programs at universities and community colleges, and course offerings at the high school level.

The Association encourages opportunities to preserve, promote, and perpetuate Micronesian heritage and culture. (2008, 2011)

B-19. Black American Education

The National Education Association recognizes that the complex and diverse needs of Black American children require the direct involvement of Black American educators, parents/guardians, community leaders, and groups to assure the development of adequate and equal educational programs.

The Association believes that the infusion of Black studies and/or Afrocentric curricula into the instructional program acknowledges the contributions of African Americans to history and Africa as an integral part of world history. The Association also believes that these curricula must show a correlation among social, historical, political, and economic developments and events regarding Africa, African-Americans, Europeans, and their descendants worldwide.

The Association further believes in efforts that provide for—

- a. The preservation of Black heritage and culture
- b. Funding of scholarships to facilitate the entry of Black students into the teaching profession
- c. Recognition of Black educators as role models
- d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of the education profession
- e. Involvement of Black educators in developing educational materials used in classroom instruction
- f. English proficiency programs in the regular instructional process for those Black students experiencing difficulty with standard English
- g. Programs that address the alarming dropout rate among Black male students and the disproportionate teen pregnancy rate among Black female students and encourage continued education, thereby increasing their participation in the work force
- h. Development of athletic programs that promote educational excellence, not just athletic power

- 1 i. Opposition to the resegregation of the public schools through special classes, or through
- 2 overrepresentation in special education programs and underrepresentation in gifted programs
- 3 j. Opposition to the resegregation of public schools through overrepresentation and/or
- 4 underrepresentation in charter schools
- 5 k. Dissemination of information and programs that include the values, heritage, language, culture,
- 6 and history of Black Americans
- 7 l. Protection of undergraduate and graduate ethnic studies programs at universities and community
- 8 colleges, and course offerings at the high school level. (1981, 2011)

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

10 The National Education Association believes that the use of discriminatory academic tracking based
11 on economic status, ethnicity, race, or gender must be eliminated in all public school settings. The
12 Association urges its affiliates to oppose these practices. (1988, 2005)

13 **B-21. Equal Opportunities Through Mathematics and Science Education**

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

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

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

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

26 The Association strongly recommends preservice preparation and staff development for education
27 employees that present strategies for handwriting instruction to left-handed students. Such training should
28 also address sensitizing instructional staff to the needs of left-handed students. (1979, 2001)

29 **B-23. Student Peer Mentoring Programs**

30 The National Education Association supports student peer mentoring programs that provide incoming
31 students the opportunity to make a smooth transition to new schools. The Association believes that
32 student peer mentoring programs should be supervised by appropriate staff and/or administration. Such
33 programs should be student-based and ongoing. (2004)

34 **B-24. Education of Refugee and Undocumented Children and Children of 35 Undocumented Immigrants**

36 The National Education Association believes that, regardless of the immigration status of students or
37 their parents, every student has the right to a free public education in an environment free from
38 harassment. The Association opposes Immigration and Customs Enforcement (ICE) operations on school
39 property. The Association supports access to higher education for undocumented students and access to
40 financial aid and in-state tuition to state colleges and universities in the states where they reside. The
41 Association also believes that neither educational systems nor their employees are responsible for the
42 determination and enforcement of legal residency status.

43 The Association further believes that students who have resided in the United States for at least five
44 years at the time of high school graduation should not be held responsible for decisions they were not
45 legally able to make but rather should be granted legal residency status, and allowed to apply for U.S.
46 citizenship, and that legalization not be used as an incentive for or be dependent on military service.
47 (1980, 2008)

1 **B-25. Education of Migrants**

2 The National Education Association believes that migrant workers and their children are entitled to
3 educational opportunities that address their diverse and unique educational needs.

4 The Association advocates the implementation of bilingual/bicultural and remedial instructional
5 programs that address the individual instructional needs of migrant students in the United States,
6 regardless of the availability of federal and state funds to support such programs. (1975, 1996)

7 **B-26. Communication Between Educators and Non-English Speaking Parents,
8 Guardians, and Caregivers**

9 The National Education Association believes that meaningful communication between educators and
10 parents, guardians, and caregivers who lack English language proficiency is necessary to assist in their
11 children’s development and the family’s integration into United States society. Such communication is
12 especially important when communicating educational plans for students with special needs.

13 The Association also believes that school districts should compile a directory of individuals fluent in
14 specific languages who could be available to translate when necessary.

15 The Association further believes that educators who fulfill the role of translator beyond the scope of
16 their normal duties should be compensated at their equivalent hourly rate. (2005)

17 **B-27. Equity for Incarcerated Persons**

18 The National Education Association believes that incarcerated persons, regardless of gender, age, or
19 citizenship, are entitled to equal access to medical and mental health services as well as educational,
20 recreational, and rehabilitative programs within all correctional systems.

21 The Association also believes that when a student is incarcerated and has been identified as having a
22 disability by standards of the Individuals with Disabilities Education Act or a 504 plan, the plans for the
23 student should be implemented during the duration of the incarceration. (1990, 2011)

24 **SPECIFIC PROGRAMS FOR INDIVIDUALS**

25 **B-28. Alternative Programs for At-Risk and/or Students With Special Needs**

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

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

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

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

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

48 The Association supports the efforts of its affiliates to negotiate and legislate for the training of
49 teachers seeking additional certification and hiring of an increased number of teachers with education in
50 special areas.

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

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

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

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

14 The Association further believes that professional development programs in gifted and talented
15 education must be provided for all appropriate education employees. This professional development
16 should be culturally responsive.

17 The Association urges its affiliates to promote the development and implementation of such services
18 to gifted children and support for all educators working with this special needs population. (1980, 2007)

19 **B-30. Educational Programs for English Language Learners**

20 The National Education Association believes that English Language Learners (ELLs) must have
21 programs available to them that address their unique needs and that provide equal opportunity to all
22 students, regardless of their primary language. Programs for ELLs should emphasize English proficiency
23 while concurrently providing meaningful instruction in all other curriculum areas. In planning a
24 comprehensive program for ELLs, age, academic needs, individual differences in language acquisition
25 abilities, environmental factors, and best teaching practices must be considered.

26 The Association also believes that ELLs should be placed in bilingual education programs to receive
27 instruction in their native language from qualified teachers until such time as English proficiency is
28 achieved. If no bilingual programs are available, these students should be taught in language acquisition
29 and development programs designed to meet their specific needs. Students should be in classes that are
30 limited in size. Methods such as weighted formulas should be used. Additional staffing, modified
31 scheduling, and/or curriculum designed to accommodate the demands of each ELL should be provided in
32 order to meet state and local educational expectations. Students should not be enrolled in special
33 education classes solely because of linguistic difference.

34 The Association further believes that model bilingual education programs in which language minority
35 students demonstrate an increase in English language acquisition and success throughout the grade levels
36 should be promoted and supported at the federal, state, and local levels. The Association advocates full
37 funding of all instructional materials, resources, and programs for ELLs as well as professional
38 development programs for education employees who work with these students. The school district or
39 other appropriate agency should provide released time for the training of teachers who instruct ELLs.

40 Educators, through a bargaining or other bilateral decision-making process, must be fully involved in
41 the development and implementation of programs serving ELLs, including the assignment of teachers and
42 the terms and conditions of their employment. Teachers should be compensated at the teacher's hourly
43 rate of pay for any additional time spent in training. They should also be reimbursed for the cost of
44 tuition, textbooks, and travel incurred in such training.

45 The Association values bilingual and multilingual competence and supports programs that assist
46 individuals in attaining and maintaining proficiency in their native languages before and after they acquire
47 proficiency in English. (1981, 2010)

48 **B-31. Speakers of Nonstandard English**

49 The National Education Association believes that students who enter school as speakers of
50 nonstandard dialects are learners with unique needs, and these needs must be provided for in the overall
51 program in each local school district. The Association also believes that programs for these students must
52 provide equal opportunity, should emphasize proficiency in standard English that provides them the

1 opportunity to succeed in all aspects of daily life, and should concurrently provide meaningful instruction
2 in all other curriculum areas. The Association advocates programs that begin with the linguistic
3 proficiencies demonstrated by entering students, and build a program from that starting point.

4 The Association further believes that, in all cases, the students' linguistic and/or cultural backgrounds
5 must be respected within the school setting. Students who speak nonstandard dialects must not be
6 enrolled in special education classes solely because of linguistic differences. (1997)

7 **B-32. Education for All Students with Disabilities**

8 The National Education Association supports a free, appropriate public education for all students with
9 disabilities in a least restrictive environment, which is determined by maximum teacher and
10 parent/guardian involvement. There must be a full continuum of placement options and services/delivery
11 models available to students with disabilities. In order to implement federal special education legislation
12 effectively, the Association recognizes that—

- 13 a. A fully accessible educational environment, using appropriate instructional materials, support
14 services, and pupil personnel services, must match the learning needs of both students with and
15 students without disabilities.
- 16 b. Student placement must be based on individual needs rather than on available space, funding, or
17 local philosophy of a school district. Student placements must be examined on a regular basis to
18 ensure appropriateness whereby all needed services and support will be provided and should not
19 be made disproportionately by ethnicity or gender. Necessary building/staff modifications must
20 be provided to facilitate such placement.
- 21 c. General and special education teachers, pupil personnel and related service providers, and
22 education support professionals who work with the student, and administrators,
23 parents/guardians, and the student, as appropriate, should have input in the development of the
24 individualized education program (IEP) and must have access to the IEP.
- 25 d. General and special education teachers; pupil personnel and related service providers; education
26 support professionals; and administrators, parents/guardians, and students, as appropriate, must
27 share in implementing the IEP. Prior to implementation, all necessary educational materials,
28 professional development, and supportive services must be provided.
- 29 e. Students with physical disabilities and/or medical needs requiring nursing procedures must have
30 their medical needs met by certified/professional school nurses.
- 31 f. All impacted staff members must have an appeal procedure regarding the implementation of the
32 IEP, especially in terms of student placement. The procedure must include the right to have the
33 dissenting opinion recorded and attached to the IEP.
- 34 g. Suspension and expulsion policies and practices used by local education agencies must be
35 applied consistently to both students with and students without disabilities where misconduct is
36 shown to be unrelated to either the disabling condition or to improper placement.
- 37 h. A plan recognizing individual differences must be used in a systematic evaluation and reporting
38 of program development.
- 39 i. Students with special needs must have appropriate testing options matching the processing
40 disorders, motor skills, and/or academic developmental levels or language proficiency of those
41 students to measure individual progress and proficiencies.
- 42 j. Limitations must be made in class size, case loads, and/or work load of designated education and
43 service providers, using methods such as weighted formulas, modified scheduling, and/or
44 curriculum design to accommodate the demands of each IEP.
- 45 k. All teachers who serve students with disabilities must have scheduled access to resource
46 personnel, instructional assistants, paraprofessionals, co-teachers, and special education teachers.
- 47 l. The student's IEP should not be used as criteria for the evaluation of education employees.
- 48 m. Communications must be maintained among all involved parties.
- 49 n. Staff must not be reduced.
- 50 o. All school personnel, including substitutes, must be adequately prepared for their roles,
51 including addressing the identified individual needs of students, through appropriate licensing
52 and/or ongoing professional development.
- 53 p. Incentives for participation in professional development activities should, as mandated by law,
54 be made available for education employees.

- 1 q. Education employees, as mandated by law, must be appointed to local and state advisory bodies
2 on special education.
- 3 r. Education employees must be allowed to take part in the U.S. Office of Special Education and
4 Rehabilitative Services on-site visits to states. Education employees should be invited to these
5 meetings.
- 6 s. Local affiliates and education employees must be recruited, trained, and involved in monitoring
7 school system compliance with federal special education legislation.
- 8 t. Adequate released time or funded additional time must be made available so that teachers can
9 carry out the increased demands placed upon them by federal special education legislation,
10 including the development and administration of alternate forms of assessment.
- 11 u. Collective bargaining and other means should be used to minimize the potentially severe impact
12 on staff that results from the implementation of special education legislation.
- 13 v. Benefits for staff working with students with disabilities must be negotiated through collective
14 bargaining agreements and must be honored.
- 15 w. Full funding must be provided by local, state, and federal governments.
- 16 x. Students are better served if the person working with them is prepared to accommodate their
17 needs. Substitute employees should be made aware that the assignment offered is a special needs
18 program. (1978, 2009)

19 **B-33. Educational Programs for Adolescent Parents**

20 The National Education Association believes that school districts must meet the educational needs of
21 adolescent students who are parents or who are about to become parents. Such students should not be
22 discriminated against or denied equal educational opportunities.

23 The Association recommends programs for these students that include—

- 24 a. Flexible scheduling and attendance policies
- 25 b. Appropriate guidance in continuing/alternative education programs and productive employment
- 26 c. Career development skills
- 27 d. Development of self-esteem
- 28 e. Promotion of sound health practices regarding nutrition, substance abuse, exercise, family
29 planning, and parenting skills
- 30 f. On-site preschool and child care services
- 31 g. Free transportation. (1987, 2005)

32 **B-34. Homebound Instruction**

33 The National Education Association believes that homebound students, those educated in the home
34 because of individualized student needs determined by established local school procedures, must receive
35 instruction that follows the regular curriculum. This instruction must be implemented, documented,
36 monitored, and assessed by a licensed teacher. The Association also believes that credits earned through
37 such homebound instruction should be accepted toward promotion and/or graduation requirements. (1988,
38 2002)

39 **B-35. Correspondence Programs**

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

45 **B-36. Youth and Adult Training Programs**

46 The National Education Association believes that public schools should be involved as an equal
47 partner with government, labor, business, agriculture, and community-based groups in youth and adult
48 employment and training programs. The Association also believes that these programs should
49 supplement, and not supplant, the vocational, career, and technical education programs provided in public
50 schools.

1 The Association further believes that the use of funds for and the duration of these programs should
2 be flexible in order to accommodate the differing learning needs of students. The amount of funding
3 should be predictable in order to facilitate year-to-year planning. These programs should provide
4 opportunities for women, persons with disabilities, and ethnic minorities in nontraditional occupations.
5 (1980, 2006)

6 **B-37. Education Through Service Learning and Community Service**

7 The National Education Association believes that learning through voluntary community service
8 should be encouraged as an integral part of a student's education. Participation by students in community
9 service and service learning programs may be required for high school graduation or made available for
10 elective credit. The Association also believes that school districts should work with community groups to
11 provide students with the opportunity to participate in such programs.

12 Education employees who supervise students involved in these programs should be given appropriate
13 compensation, planning time, program support, recognition, and time to evaluate the service and learning
14 goals. Participation of education employees in such programs should be on a voluntary basis. (1990,
15 1997)

16 **CURRICULUM CONTENT**

17 **B-38. Junior Reserve Officer Training Corps**

18 The National Education Association believes that the Junior Reserve Officer Training Corps
19 programs, which exist within the public schools, must meet all local and state educational standards and
20 policies, including the employment of fully licensed teaching personnel. Such programs should be subject
21 to and conform to the provisions of the collective bargaining agreement. Any programs that currently do
22 not meet said conditions should be brought into compliance. (1997, 1998)

23 **B-39. Multicultural Education**

24 The National Education Association believes that multiculturalism is the process of valuing
25 differences and incorporating the values identified into behavior for the goal of achieving the common
26 good. The Association also believes that multicultural education is a way of helping students perceive the
27 cultural diversity of the United States so that they may develop pride in their own cultural legacy and
28 awaken to the ideals embodied in the cultures of their neighbors. Multicultural education should promote
29 the recognition of individual and group differences and similarities in order to reduce racism,
30 homophobia, ethnic and all other forms of prejudice, and discrimination and to develop self-esteem as
31 well as respect for others.

32 The Association further believes that multicultural education encompasses at least three things: an
33 idea or concept, an educational reform movement, and a process. As an idea or concept, multicultural
34 education assumes that all students can learn. As an educational reform movement, multicultural
35 education seeks to develop an entire school environment that is inclusive of cultural considerations (e.g.,
36 curriculum, instructional materials, learning and testing, respect for cultural differences, etc.). As a
37 process, the development of a multicultural school environment is ever evolving and ongoing. (1981,
38 2001)

39 **B-40. Global Education**

40 The National Education Association believes that global education increases respect for and
41 awareness of the earth and its peoples. Global education imparts information about cultures and an
42 appreciation of our interdependency in sharing the world's resources to meet mutual human needs.

43 The Association also believes that curriculum and instruction about regional and international
44 conflicts must present a balanced view, include historical context, and demonstrate relevancy and
45 sensitivity to all people. The achievement of this goal requires the mastery of global communication and
46 development of an appreciation of the common humanity shared by all peoples.

47 The Association further believes that the goal of appreciation for and harmony with our global
48 neighbors depends on a national commitment to strengthening the capability of the educational system to
49 teach American children about the world. (1995, 1998)

B-41. Multiple World Language Education

The National Education Association believes that the acquisition of multiple world languages is a vital part of the educational experience and that those who leave school speaking more than one language will be more competitive in the global marketplace. The Association also believes that the cumulative hours of exposure to the target language during a student's educational career is the most important determinant leading to fluency and proficiency in a second language. Students should have the opportunity to acquire age-appropriate world language skills from an integrated curriculum throughout the pre-K through higher education experience.

The Association further believes that educational software may be used to improve or enhance the effectiveness of teacher instruction as a supplementary resource and must not be used to supplant teacher instruction.

The Association supports the maintenance of current programs and the further encouragement and development of world language instruction and international studies at all educational levels.

The Association recognizes the need for teacher preparation programs for world language teachers and supports teacher and student exchange programs. (1981, 2012)

B-42. School-to-Work/Career Education

The National Education Association believes that a goal of public education is to provide all individuals, preschool through adult, opportunities to become effective, responsible, productive citizens. To achieve this goal, career education must be interwoven into the total educational system and should include programs in gender-free career awareness and exploration to aid students in career course selection. These programs should be combined with cooperative efforts on the part of educators and leaders from labor, business, and the community to provide school-to-work experiences that meet rigorous academic standards and are accorded the same level of accreditation as other education programs.

The Association also believes that educational programs for all students should offer a variety of exploratory career experiences that are developmentally appropriate. In addition, these programs should enhance self-esteem and assure equal opportunity for career development and equal access to college and university admissions. (1976, 2001)

B-43. Vocational, Career, and Technical Education

The National Education Association believes that preparation of students for vocational, career, and technical jobs should be the responsibility of secondary, adult, and higher education in collaboration with labor and business. Educational programs that ensure equal opportunity for occupational development and encourage students to consider nontraditional vocations should be developed for all students at all levels. Vocational, career, and technical education should provide a comprehensive program of lifelong learning for the training, advancement, and promotion of all students.

The Association supports vocational, career, and technical education as a major component of education and advocates that every student have the opportunity to enroll in such classes without restrictions. To be effective, vocational, career, and technical education should be preceded by career awareness and exploration programs. These vocational, career, and technical education courses should be coordinated and integrated with traditionally academic courses. These integrated programs should be combined, when appropriate, with cooperative efforts on the part of educators and industrial and business leaders to provide school-to-work experiences for students. Organized vocational, career, and technical education programs offer a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current and emerging occupations. Such programs shall include competency-based applied learning that contributes to an individual's academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, interpersonal and collaborative skills, general employability skills, and the occupational-specific skills necessary for economic independence as a productive and contributing member of society.

The Association also believes that adequate resources must be provided for educators to maintain, enhance, and expand quality vocational, career, and technical education programs; to procure up-to-date equipment and materials for those programs; and to prepare students for a highly technical work environment. The Association further believes that the involvement of education employees, private sector employment and training program personnel, and the labor and business communities is essential

1 to the development of quality vocational, career, and technical education programs. The Association
2 believes such resources should be substantially increased, not merely redistributed among states or other
3 federal initiatives.

4 The Association supports vocational, career, and technical courses as an option for all students. The
5 Association also believes that placement into vocational, career, and technical programs should be
6 voluntary. (1976, 2010)

7 **B-44. Vocational, Career, and Technical Student Organizations**

8 The National Education Association believes that vocational, career, and technical student
9 organizations are an integral component of a quality vocational, career, and technical education program.
10 Vocational, career, and technical student organizations provide opportunities for leadership development,
11 career preparation, and community involvement for secondary school students. Active participation in a
12 vocational, career, and technical student organization at the national, state, and local levels encourages
13 young men and women to become better prepared for the multiple adult roles of wage earner, community
14 leader, and family member. (2001, 2002)

15 **B-45. Fine Arts Education**

16 The National Education Association believes that artistic expression is essential to an individual's
17 intellectual, aesthetic, and emotional development. The Association also believes that fine arts transcend
18 cultural barriers, foster multicultural understanding, and enhance critical thinking skills. The Association
19 therefore believes that pre-K through adult education curricula must include a balanced, comprehensive,
20 and sequential program of fine arts instruction for all students. These students must be taught by a
21 licensed specialist in a facility or room designed and equipped for that purpose. Resources must be
22 provided to maintain and upgrade materials and provide for emerging technologies.

23 The Association urges its state affiliates to become involved in the promotion, expansion, and
24 implementation of an academic fine arts program in curricula and as a requirement for high school
25 graduation. (1980, 2009)

26 **B-46. Physical Education**

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

- 34 a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and
35 basic movement; and related concepts and knowledge
- 36 b. Assess students, including physical fitness testing, as a culmination of preparatory activities, and
37 develop a fitness plan that is tracked for progress
- 38 c. Provide for the special needs of students with low fitness, physical disabilities, or learning
39 disabilities
- 40 d. Be taught by teachers licensed in physical education
- 41 e. Be taught with the same student/teacher ratio as other grade-level class sizes and be provided the
42 same amount of planning time. (1991, 2011)

43 **B-47. Family and Consumer Sciences Education**

44 The National Education Association believes that family and consumer sciences education programs
45 prepare students to manage, with reason and creativity, the challenges across the life span of living and
46 working in a global society.

47 The Association also believes that family and consumer sciences education programs should—

- 48 a. Follow national standards as set forth by the appropriate professional organizations
- 49 b. Be developmentally appropriate
- 50 c. Be cooperative in nature and culturally sensitive. (2005)

1 **B-48. Family Life Education**

2 The National Education Association recognizes the myriad family structures in society and the impact
3 of these family structures and other close personal relationships on the quality of individual lives and
4 upon society. The Association also recognizes the importance of education in the maintenance and
5 promotion of stable, functional, healthy families and the emotional, physical, and mental health of people
6 within these families.

7 The Association believes that programs should be established for both students and parents/guardians
8 and supported at all educational levels to promote—

- 9 a. The development of self-esteem and positive self-concept in individuals of all ages in various
10 family roles
- 11 b. Learning and practicing positive interpersonal communication skills and conflict resolution
- 12 c. Education in human growth and development
- 13 d. Positive parenting techniques that include strategies to deal effectively with violent behavior
- 14 e. An understanding of societal issues and problems related to children, spouses, parents/guardians,
15 domestic partners, older generation family members, and other family members.

16 The Association also believes that education in these areas must be presented as part of an antibiased,
17 culturally sensitive program. (1994, 2001)

18 **B-49. Environmental Education**

19 The National Education Association believes that the environment must be protected. The
20 Association urges the establishment and maintenance of federal wilderness areas, recreational areas,
21 refuge areas, and designated local green areas. The Association supports educational programs that
22 promote—

- 23 a. The concept of the interdependence of humanity and nature
- 24 b. An awareness of the effects of past, present, and future population growth patterns on world
25 civilization, human survival, and the environment
- 26 c. The protection of endangered, threatened, and rare species
- 27 d. The protection of the Earth's finite resources
- 28 e. Solutions to environmental problems such as nonrenewable resource depletion, pollution, global
29 warming, ozone depletion, and acid precipitation and deposition
- 30 f. The use of reusable and recyclable products and discourage the use of disposable products
- 31 g. An understanding of energy, alternative energy sources, and energy conservation
- 32 h. The use of disposal methods that do not contaminate the environment
- 33 i. The recognition of and participation in such activities as Earth Day, Arbor Day, and Energy
34 Education Day
- 35 j. The understanding of the value of the world's ecosystems
- 36 k. The integration of outdoor education into pre-K through 12 curricula. Outdoor education should
37 include a component that occurs in the outdoor environment.

38 The Association also believes that it should model in its policies and practices the environmental
39 concepts and education programs it supports. The Association also urges its affiliates to model and
40 support environmental programs in school systems and educational institutions and supports legislation
41 and local policies that ensure a safe and healthy environment. (1973, 2011)

42 **B-50. Science Education**

43 The National Education Association believes that the content in science education must be based on
44 empirical evidence derived from the scientific method and must include the processes of that method. The
45 Association also believes that content and curriculum must be based on the National Science Education
46 Standards of the National Research Council (NRC) and/or the Benchmarks for Science Literacy of the
47 American Association for the Advancement of Science (AAAS). (2005, 2006)

48 **B-51. Sex Education**

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

1 instruction. Teachers and health professionals must be qualified to teach in this area and must be legally
2 protected from censorship and lawsuits.

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

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

- 10 a. Sexual abstinence, birth control, family planning, prenatal care, parenting skills, the effects of
11 substance abuse during pregnancy, and the issues associated with pre-teen and teenage pregnancy
- 12 b. Diversity of culture and diversity of sexual orientation and gender identification
- 13 c. Sexually transmitted diseases, incest, sexual abuse, sexual harassment, and homophobia. (1969,
14 2008)

15 **B-52. HIV/AIDS Education**

16 The National Education Association believes that educational institutions should establish
17 comprehensive human immunodeficiency virus (HIV) and acquired immunodeficiency syndrome (AIDS)
18 education programs as an integral part of the school curriculum. HIV/AIDS education must include
19 education about all means of transmission, including unprotected sex and unsanitary methods of tattooing,
20 body piercing, and intravenous drug use. Information on prevention options must include abstinence and
21 medically accepted protective devices. Instruction in decision-making skills to assist students in
22 correlating health information and personal behavior is essential.

23 The Association also believes that proper implementation of these programs requires education
24 employee training and input. These programs should be presented by properly licensed/trained personnel
25 and should be planned with the input of parents/guardians and other community representatives. (1987,
26 2000)

27 **B-53. Lifesaving Techniques**

28 The National Education Association believes that education employees and students should be trained
29 in basic emergency lifesaving techniques. Such training should be included in both school curriculum and
30 staff development. The Association also believes that education employees should be provided the
31 opportunity for training in CPR and the proper use of automated external defibrillators (AEDs) by
32 licensed/trained personnel. (1982, 2007)

33 **B-54. Democracy and Citizenship Education**

34 The National Education Association believes that education about democracy and the rights and
35 responsibilities of citizens is essential for the survival of American democracy. The cornerstone of such
36 education should be the United States Constitution and the Bill of Rights.

37 The Association also believes that democratic ideals should be practiced as part of the total education
38 process. The following concepts should be an integral part of the curriculum within public schools and
39 other educational institutions:

- 40 a. The dignity and worth of the individual
- 41 b. Due process of law
- 42 c. Rule of the majority tempered by respect for minority rights
- 43 d. Individual responsibility
- 44 e. Equal justice under the law
- 45 f. Civil liberties as guarantors of individual rights
- 46 g. One-person—one-vote
- 47 h. Active citizen participation in all aspects of public affairs
- 48 i. Freedom of religion, speech, the press, petition, and assembly.

49 The Association encourages teachers, lawyers, court personnel, and others to work together to
50 develop appropriate materials, including information about the justice system and constitutional issues, in
51 order to teach students to be responsible citizens. (1984, 2005)

1 **B-55. Journalism Education**

2 The National Education Association believes that freedom of speech and press are fundamental
3 principles in our democratic society granted by the First Amendment of the United States Constitution,
4 and these freedoms provide all people, including students, with the right to engage in robust and
5 uninhibited discussion of issues in student media. (2008)

6 **B-56. Labor Movement Education**

7 The National Education Association believes that the struggles of working men and women to
8 establish unions and the influence of the labor movement on the growth of the United States should be an
9 integral part of the curriculum in our schools.

10 The Association urges teachers, curriculum committees, and authors to include material that
11 accurately presents the important contributions to our country’s history and growth that have been
12 provided by the unions involved in the labor movement and the individuals who led that movement.
13 (1988, 1996)

14 **B-57. Metric System**

15 The National Education Association believes in the adoption of the International System of Units (SI
16 metric system). The Association advocates that the SI system be taught at all educational levels. (1969,
17 1996)

18 **B-58. Accurate United States and World Maps**

19 The National Education Association believes that all visual representations using maps of the United
20 States should depict all fifty states and Puerto Rico in their correct geographic location and relative size.
21 The Association also believes that maps of the world should accurately depict national boundaries and
22 names of countries. (1995, 2005)

23 **B-59. Driver Education**

24 The National Education Association believes that driver education courses that include both
25 classroom and behind-the-wheel experiences should be part of the education of all students and should be
26 taught by teachers licensed in driver education. (1980, 1998)

27 **B-60. Education on Peace and International Understanding**

28 The National Education Association believes that the United States and the other nations of the world
29 should promote peace and international understanding. Educational strategies for teaching peace and
30 justice issues should include the role of individuals, social movements, international and
31 nongovernmental organizations in the peaceful resolution of conflict, and the use of fact finding and
32 reconciliation processes to help with the healing of wounds caused by conflicts.

33 The Association also believes that educational materials should include activities dealing with
34 peaceful resolution of conflict, the effects of nuclear weaponry and other weapons of mass destruction,
35 strategies for disarmament, methods to achieve peace, historical examples of fact finding and
36 reconciliation processes, and consideration of current situations where such processes could be of value.
37 Such curricular materials should also cover major contributing factors to conflict, such as economic
38 disparity, demographic variables, unequal political power and resource distribution, and the indebtedness
39 of the developing world. (1982, 2005)

40 **B-61. Genocide**

41 The National Education Association deplors any act of genocide, which is the deliberate and
42 systematic eradication of members of any group based on culture, ethnicity, national origin, political
43 affiliation, race, religion, and sexual orientation/gender identification. Acts of genocide must be
44 acknowledged and taught in order to provide insight into how such inhumanity develops, prevent its
45 occurrence, and preclude its recurrence. (1993, 2005)

46 **B-62. The Holocaust**

47 The National Education Association believes that a way to prevent events that have caused great
48 human misery, such as the Holocaust, is to teach all students about the Holocaust not only as an historical

1 event but also as a means of providing insight into how inhumanity of this magnitude develops. The
2 Holocaust must be taught so that never again can doubt of its occurrence be raised and never again can
3 like action occur. (1981, 1993)

4 **LEARNING ISSUES NOT RELATED TO SPECIFIC DISCIPLINES**

5 **B-63. Individual Learning, Growth, and Development**

6 The National Education Association believes that learners grow and develop at different rates and in
7 different ways. Individual learning progresses in a highly complex manner that includes periods of rapid
8 growth and periods of intellectual consolidation.

9 The Association also believes that individuals learn best in caring, challenging, and inclusive
10 environments that support and engage each learner. Individual students require learning opportunities that
11 are differentiated and responsive to their needs, interests, and learning styles.

12 The Association further believes in the use of developmentally appropriate instructional practices.
13 Grade level labels do not accurately define our students. Such labels misinterpret student learning as
14 primarily linear, sequential, and easily standardized. (2008, 2009)

15 **B-64. Standards for Student Learning**

16 The National Education Association believes in high standards that describe clear expectations for
17 what students should know and be able to achieve. Throughout the implementation of content and
18 performance standards, all students must be provided the instructional opportunities and learning
19 conditions necessary to attain the standards. The Association supports the development and use of a
20 variety of assessments that are appropriate to the standards. The Association also believes that there
21 should be no financial incentives or consequences linked to the development, adoption, or implementation
22 of national standards.

23 The Association further believes that state and local affiliates must participate in the planning,
24 development, implementation, and refinement of standards, conditions, and assessments to ensure that—

- 25 a. Students, parents/guardians, education employees, community members, and governmental
26 officials are involved and share the accountability
- 27 b. Education employees are afforded released time and/or compensation in order to have
28 opportunities to work with colleagues on a regular basis throughout the school year on how to
29 teach and assess student proficiency in the standards
- 30 c. Full funding and resources are provided
- 31 d. Curriculum includes, but is not limited to, required standards. Standards are introduced into the
32 curriculum at a rate that allows education employees opportunities to adapt their practice, work
33 with each other, and pilot the work in a concerted fashion
- 34 e. Appropriate attention is given to each student's progress toward attaining the standards and to his
35 or her needs and developmental level
- 36 f. Age appropriate placement, when used, includes appropriate interventions designed to support
37 meaningful, challenging, and developmentally appropriate learning for each student
- 38 g. Professional development is provided for all education employees to help align their practices to
39 the standards
- 40 h. Education employees participate in the review and refinement of standards and assessments
- 41 i. Achievement gaps are eliminated. (1997, 2008)

42 **B-65. Assessment of Student Learning**

43 The National Education Association supports ongoing comprehensive assessment of student growth.
44 A student's level of performance is best assessed with authentic measures directly linked to the lessons
45 taught and materials used by teachers.

46 The Association believes that the primary purposes of assessment are to—

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

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

5 The Association further believes that classroom teachers must be involved in the development of
6 assessment systems and are best qualified to determine the criteria for assessment of students and
7 dissemination of results. Instruments used to communicate student progress must be accurate and
8 meaningful to students, parents/guardians, and other stakeholders. (1981, 2007)

9 **B-66. Standardized Testing of Students**

10 The National Education Association believes that standardized tests and/or assessments should be
11 used only to improve the quality of education and instruction for students.[†] Standardized tests, whether
12 norm-, criterion-, or standards-referenced, can validly assess only a limited range of student learning.
13 Therefore, they should be only an adjunct or supplement to information obtained through school- and
14 classroom-based assessment conducted by teachers for purposes of supporting and strengthening
15 instruction as well as for summarizing and evaluating student learning. Standardized tests are most useful
16 when designed by the education professionals closest to the classroom and integrated with assessment
17 information specific to local programs. Affiliates should advocate for, and states and test designers should
18 employ, a variety of developmentally appropriate assessment techniques that allow for universal design,
19 necessary accommodations, modifications, and exemptions and are bias-free, reliable, and valid. When a
20 test and/or assessment is mandated at the local, state, or national level, it should be reviewed by a panel of
21 appropriate subject area specialists and teachers to ascertain the relevance of the test to the subject area
22 and be used only to evaluate a program’s effectiveness toward meeting local, state, or national standards
23 and/or goals.

24 The Association also believes that, in order for standardized achievement tests and/or assessments to
25 support quality education—

- 26 a. Standards must be prioritized to support effective curriculum, instruction, professional
27 development, and assessment.
- 28 b. Stakeholders must determine high priority standards. These standards must be clearly and
29 thoroughly described so that the knowledge and skills students need to demonstrate are evident.
- 30 c. Valid results of assessment of high-priority standards must be reported standard-by-standard for
31 each student, school, and district.
- 32 d. The breadth of the curriculum must be monitored to ensure that attention is given to all standards
33 and subject areas, including those that are not assessed.
- 34 e. Progress should be continually monitored to ensure that assessments are appropriate for the
35 purposes for which they are intended.
- 36 f. Students with special needs and/or limited English proficiency should have appropriate
37 alternative options to standardized testing to measure individual progress and proficiencies.
- 38 g. English language learners (ELLs) should be able to demonstrate an advanced understanding and
39 application of academic language proficiencies in listening, speaking, reading, and writing in
40 English prior to being required to take high stakes assessments.

41 The Association opposes the use of standardized tests and/or assessments when—

- 42 a. Used as the criterion for the reduction or withholding of any educational funding
- 43 b. Results are used to compare students, teachers, programs, schools, communities, and states
- 44 c. Used as a single criterion for high-stakes decision making, such as graduation requirements or
45 grade promotion
- 46 d. The results lead to sanctions or other punitive actions
- 47 e. Arbitrary standards are required
- 48 f. They do not match the processing skills, motor skills and/or academic developmental levels or
49 language proficiency of the student
- 50 g. Student scores are used to determine compensation
- 51 h. Programs are specifically designed to teach to the test

[†] See the *NEA Handbook* for the Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly.

- 1 i. Testing programs or tests limit or supplant instructional time
- 2 j. Every student is required to be tested every year
- 3 k. Students and parents/guardians are not provided with a complete report of the individual student's
- 4 test results
- 5 l. Time required to administer the test exceeds reasonable and appropriate limits for the age of the
- 6 student
- 7 m. Test preparation impedes or discourages learning, constrains the curriculum in ways that threaten
- 8 the quality of teaching and learning for students, or limits and/or curtails future educational
- 9 opportunities of learners
- 10 n. Scores are used to track students
- 11 o. Students with special needs or limited English proficiency are required to take the same tests as
- 12 regular education students without modifications and/or accommodations
- 13 p. Non-English-proficient students' scores adversely affect the evaluation of a school based on
- 14 federal and state guidelines.

15 The Association further believes that, unless tests are shown to be developmentally appropriate,
 16 scientifically valid, and reliable for the purpose of measuring both student learning and a teacher's
 17 performance, such tests may not be used to support any employment action against a teacher and may be
 18 used only to provide non-evaluative formative feedback.

19 The administration of a standardized test and/or assessment includes the responsibility to educate the
 20 stakeholders about the purpose of the test, the meaning of the test results, and the accurate interpretation
 21 of its conclusions. The Association further believes that students, parents/guardians, teachers,
 22 administrators, schools, and school districts should not be penalized for parents/guardians exercising their
 23 legal rights to exempt their children from standardized tests and/or assessments. The Association believes
 24 that states should be encouraged to make test items public after they are no longer used. (1978, 2012)

25 **B-67. Student Assessment Programs in Higher Education**

26 The National Education Association believes that student assessment programs in higher education,
 27 properly designed and administered, can be crucial tools for diagnosing student and institutional needs,
 28 improving instruction and counseling services, and designing long-range plans. The Association also
 29 believes that such student assessment programs in higher education should—

- 30 a. Be designed institutionally rather than by the state
- 31 b. Be planned, designed, implemented, and evaluated by faculty
- 32 c. Be implemented in accordance with collective bargaining contracts where such contracts exist
- 33 d. Be sufficiently flexible to accommodate the cultural, economic, and linguistic diversity among
- 34 students
- 35 e. Provide tests appropriate for students with identified learning disabilities
- 36 f. Provide faculty with information to improve individual student learning styles and aptitude.

37 The Association supports student assessment programs in higher education only if—

- 38 a. They are accompanied by adequate funding for remedial programs and advisement
- 39 b. Remedial programs are designed and provided to meet the deficiencies identified through
- 40 assessment
- 41 c. Advisement is designed and provided to link the remediation of individual students to the
- 42 completion of their degrees, certificates, or other appropriate courses of study.

43 The Association strongly opposes—

- 44 a. The use of student assessment programs to deny access to, or exclude students from, educational
- 45 opportunities
- 46 b. The use of any single test to deny access to regular credit classes
- 47 c. The use of student assessment programs for the purpose of evaluating faculty, academic
- 48 programs, or institutions. (1995, 2001)

49 **B-68. Homework**

50 The National Education Association supports the assignment of homework as one means of
 51 reinforcing and furthering classroom instruction and learning.

52 The Association believes that the type and the amount of homework assigned should be determined
 53 by the classroom teacher and be appropriate to a student's developmental level. (1985, 1990)

1 **B-69. Character Education**

2 The National Education Association supports the adoption and use, at all educational levels, of best
3 practice character education strategies, materials, and activities by school districts. The Association
4 believes that character education should include activities that encourage participation of education
5 employees and parents/guardians. The Association also believes that character education is the intentional
6 effort that a school takes to promote students’ understanding of, capacity to critically reason about,
7 motivation for, and ability to act in accordance with ethical values and principles. (2010)

8 **B-70. Discipline**

9 The National Education Association believes that a safe and orderly environment in which students
10 are treated with dignity will provide them with a positive learning experience. Effective disciplinary
11 procedures enhance high expectations and quality instruction, thereby promoting self-control and
12 responsible behavior in students while ensuring the right of all students to due process and an orderly
13 learning environment.

14 The Association promotes the study, development, and funding of a variety of effective discipline
15 procedures. The Association also believes that its local affiliates, in conjunction with other stakeholders,
16 should develop guidelines for effective disciplinary techniques. The Association further believes that
17 governing boards, in conjunction with local affiliates, parents/guardians, students, education employees,
18 and community members, should develop policies and standards that provide the necessary administrative
19 support to education employees for the maintenance of a positive, safe school environment.

20 The Association condemns the misuse of discipline as a means of excluding students from the school
21 setting until other methods of behavioral intervention have been exhausted. This does not preclude the
22 removal of the offender from the school setting to protect other students and education employees.
23 Disruptive students should not be placed in vocational, technical, unified arts, or special education classes
24 solely for the purpose of solving disciplinary problems. The Association believes that corporal
25 punishment should not be used as a means of disciplining students. (1975, 2000)

26 **B-71. Conflict Resolution Education**

27 The National Education Association supports the adoption and use, at all educational levels, of
28 proven conflict resolution strategies, materials, and activities by school districts, education employees,
29 students, parents/guardians, and school security personnel as well as the school community to encourage
30 nonviolent resolution of interpersonal and societal conflicts.

31 The Association recognizes the importance of students having the appropriate social skills necessary
32 to participate in a democratic society. Programs that teach the skills of positive social interaction should
33 be incorporated into academic programming. (1986, 2007)

34 **B-72. School Library Media Programs**

35 The National Education Association believes every student must have a comprehensive school library
36 media program within his or her educational setting. This program should include a certified/licensed
37 school library media specialist and qualified education support professionals; a variety of print, nonprint,
38 and electronic resources to supplement and complement curricular, personal, and leisure needs; relevant
39 technology; and instruction in library research and information skills. The Association believes that
40 school library media programs are negatively impacted if a media specialist does not have a substitute
41 during his or her absence.

42 The Association encourages increased funding for school library media programs from federal, state,
43 and local governments as well as other sources such as public and/or private partnerships. (1980, 2005)

44 **B-73. Media**

45 The National Education Association believes that the media has a significant effect on the education
46 of the public. The Association also believes that the media has an obligation to provide full, constructive,
47 balanced, and accurate presentations to the public. The Association further believes that the concentration
48 of media ownership within a limited number of individuals or corporate entities is not conducive to the
49 presentation of divergent views and opinions.

50 The Association supports the media’s right to protect information and sources of information from
51 mandated disclosures and search and seizure.

1 The Association believes that media should be accessible to all. Visual media should include closed
2 captioning for the deaf/hard of hearing and read-along captions on children’s commercial and educational
3 programs. (1969, 2004)

4 **B-74. Technology in the Educational Process**

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

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

12 The Association also believes that—

- 13 a. Education employees must have access to necessary technology for managing and advancing
14 instruction. Such technology must be compatible with and on at least the same level as
15 technology in general use outside education. Further, education employees should be provided
16 training, encouragement, time, and resources to experiment with and to research applications of
17 technology in order to integrate technology into all curricula as a regular part of the instructional
18 day.
- 19 b. Education employees, including representatives of the local affiliate, must be involved in all
20 aspects of technology utilization, including planning, materials selection, implementation, and
21 evaluation. Additional preparation time and ongoing technological support must be granted to
22 teachers using technology to enrich their instruction. Further, classroom teachers, higher
23 education faculty, and library/media specialists must have collaborative planning time.
- 24 c. Teacher preparation in instructional technology, including the development of effective materials,
25 and appropriate instructional strategies must be included in college and university programs.
- 26 d. Ongoing professional development must be provided for education employees in the use,
27 integration, and applications of technologies to enhance instruction.
- 28 e. Students must have access to and instruction in technology and the responsible use of technology.
29 Further, there must be equity in training, funding, and participation for all students to ensure their
30 technological literacy.
- 31 f. Instructional technology should be used to support instruction and must be directed by a licensed
32 teacher.
- 33 g. Instructional technology should be used to improve the learning opportunities for students, the
34 quality of instruction, and/or the effectiveness of education employees, rather than to reduce
35 positions, hours, or compensation.
- 36 h. The evaluation of education employees in any technological program should be conducted
37 openly, be tailored to the medium, and meet the requirements of the local collective bargaining
38 agreement or evaluation policy.
- 39 i. The impact of technology, telecommunications, and distance education on education employees
40 should be subject to local collective bargaining agreements.
- 41 j. Education employees’ participation in distance education must be mutually established in
42 employer policies, locally negotiated agreements, and/or other sources that establish the terms
43 and conditions of employment for education employees.
- 44 k. Equity and freedom of access to information unimpeded by geographic, economic, social, or
45 cultural constraints is essential.
- 46 l. Education employees should own the copyright to materials that they create in the course of their
47 employment. (1981, 2008)

48 **B-75. Communication Using Social Media and Technology**

49 The National Education Association believes that guidelines for the use of social media and
50 technology for communications related to school activities should be collaboratively developed by school
51 employees and employers. Communication between education employees and parents/students should be
52 limited to district-sanctioned means of communication. Such guidelines should promote professionalism,
53 safety, respect for privacy, intellectual integrity, and a positive learning environment. (2006, 2012)

1 **B-76. Internet Access**

2 The National Education Association believes that every school classroom, office, teacher workroom,
3 and library/media center should have affordable, high-speed, seamless, and equal access to the Internet.

4 The Association also believes that education employees are essential to the development of an
5 acceptable use policy (AUP) and to the appropriate use of the Internet. Filtering of Internet web sites must
6 maintain a balance between the protection of students and the open flow of information.

7 The Association further believes that an AUP that requires the signatures of parents/guardians and
8 students must be in place before allowing student access.

9 The Association believes that Internet access and activities should be age appropriate and monitored
10 and should foster critical use. Any documentation material produced as a result of Internet access should
11 be properly cited and comply with copyright laws. (1993, 2012)

12 **B-77. Distance Education[†]**

13 The National Education Association believes that quality distance education can create or extend
14 learning opportunities but is not an alternative to traditional education that allows for regular face-to-face
15 interaction among students, peers, and instructors.

16 The Association opposes arrangements whereby elementary, secondary, and undergraduate students
17 receive all or most of their education through distance education and rarely, if ever, convene in an actual
18 classroom. The Association recognizes that exceptions may be warranted in particular cases.

19 The Association also believes that students must be able to participate in distance education on an
20 equitable basis without regard to social or economic status.

21 The Association further believes that the following principles represent a framework to ensure quality
22 distance education:

- 23 a. Distance education courses should be managed to ensure effective student and school
24 participation, provide for regular interaction between students and their instructors and online
25 classmates, and offer opportunities for offline activities.
- 26 b. Teachers who provide distance education at the elementary/secondary school level should be
27 licensed in the subject matter taught and be skilled in learning theories, technologies, and
28 teaching pedagogies appropriate for an online environment. Ongoing professional development is
29 essential to ensure that teachers maintain the skills appropriate for an online environment.
- 30 c. Students who take distance education courses should receive the preparation and support
31 necessary to enable them to function effectively in an online environment, which at a minimum
32 should include—
 - 33 1. Appropriate equipment, technical support, libraries, and laboratories
 - 34 2. Appropriate services for elementary/secondary students, including on-site education
35 employees to monitor student performance and act as a liaison to the distance education
36 instructor
 - 37 3. Accurate course descriptions and clear expectations prior to enrollment
 - 38 4. Reasonable student to instructor ratios that allow for individualized interaction with
39 instructors
 - 40 5. Opportunities for appropriate student-to-student interaction
 - 41 6. Courses that are as rigorous as similar courses delivered by more traditional means
 - 42 7. Courses that meet accreditation standards.
- 43 d. Support systems should provide resources to instructors, students, and parents that are
44 comparable to those that would accompany face-to-face courses, as well as any additional support
45 necessary for the online environment.
- 46 e. Multiple mechanisms, including appropriate technological safeguards, should be used on a
47 regular basis to validate and authenticate student work. (1997, 2004)

[†] See the *NEA Handbook* for the Policy Statement on Distance Education adopted by the 2002 Representative Assembly.

1 **B-78. Communication Between Hearing and Deaf/Hard of Hearing People**

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

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

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

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

12 **B-79. Credit-Hour Evaluation**

13 The National Education Association believes that the different methods of assigning credit hours as
14 used by the nation’s colleges and universities often cause difficulties in the evaluation of transcripts. The
15 Association therefore urges the nation’s colleges and universities to develop, in cooperation with the
16 Association, a uniform formula to evaluate credit hours. (1977, 1986)

17 **B-80. Transfer of Student Records**

18 The National Education Association supports the development of an effective process for the transfer
19 of student records. To expedite the confidential information exchanges between schools when students
20 transfer, the process should follow a national format designed by educational and legal professionals. This
21 process must protect the rights of students and should facilitate the continuity of their education.

22 The Association believes that school and education employees must receive information that
23 indicates—

- 24 a. Educational plans, goals, specialized programs, and/or services
- 25 b. Assessment data
- 26 c. Attendance and cumulative records
- 27 d. Immunizations and health needs
- 28 e. Legal stipulations/restrictions
- 29 f. History of disciplinary incidents and violence-related behavior. (1980, 2004)

30 **B-81. Classroom Use of Animals**

31 The National Education Association believes that educators at all levels should implement guidelines
32 concerning the humane use of animals in the classroom.

33 The Association urges that teachers encourage compassion and respect for all living things. (1989)

34 **B-82. Home Schooling**

35 The National Education Association believes that home schooling programs based on parental choice
36 cannot provide the student with a comprehensive education experience. When home schooling occurs,
37 students enrolled must meet all state curricular requirements, including the taking and passing of
38 assessments to ensure adequate academic progress. Home schooling should be limited to the children of
39 the immediate family, with all expenses being borne by the parents/guardians. Instruction should be by
40 persons who are licensed by the appropriate state education licensure agency, and a curriculum approved
41 by the state department of education should be used.

42 The Association also believes that home-schooled students should not participate in any
43 extracurricular activities in the public schools.

44 The Association further believes that local public school systems should have the authority to
45 determine grade placement and/or credits earned toward graduation for students entering or re-entering
46 the public school setting from a home school setting. (1988, 2006)

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1 **C. PROMOTE THE HEALTH AND WELFARE OF CHILDREN AND/OR**
2 **STUDENTS**

3 **HEALTH, WELFARE, SAFETY**

4 **C-1. Health Care for All Children**

5 The National Education Association believes that every child should have direct and confidential
6 access to comprehensive health care.

7 The Association also believes that such health care should be provided by properly licensed
8 physicians and by other properly licensed health professionals.

9 The Association further believes that legislation should be adopted to provide comprehensive health
10 care to all children. (1990, 1997)

11 **C-2. Nutrition**

12 The National Education Association believes that proper nutrition is essential to child development
13 and student success. The Association also believes that proper nutrition must be a part of prenatal care
14 and must continue throughout life.

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

18 The Association further believes school food service programs must be nutritionally sound,
19 appealing, and affordable. A choice of nutritious beverages and plant-based foods should be available.
20 The Association also supports nutrition programs that are regulated by uniform standards, readily
21 accessible, medically correct for students and employees who have special, documented dietary needs,
22 and are supported by public funds.

23 The Association believes that changes in the way public funds are allocated for school food service
24 programs must maintain quality and appropriate levels of service as well as support additional funding,
25 given projected increases in population and need. (1990, 2012)

26 **C-3. Adequate Rest**

27 The National Education Association believes that overall health and performance are best achieved
28 with adequate rest on a regular basis. The Association supports school schedules that follow research-
29 based recommendations regarding the sleep patterns of age groups. The Association further supports
30 programs within the education framework that promote understanding of the importance of adequate rest.
31 (2011)

32 **C-4. Substance Abuse**

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

35 The Association supports—

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

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

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

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

7 **C-5. Tobacco Products**

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

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

12 The Association further believes that all places of public accommodation should be smoke-free and
13 that taxes on tobacco products should be increased. (1994, 2002)

14 **C-6. Family Stability for Children**

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

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

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

24 In consideration of these roles, the placement of children should be determined by a number of
25 qualitative and quantitative standards that are both measurable and without regard to either parent's
26 gender.

27 If a child's immediate family and/or extended family is unable to care for him or her, the Association
28 also believes that the child may need temporary foster care while, at the same time, efforts are made to
29 work with the family toward reunification with the child.

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

33 The Association believes that, if it becomes clear that a family is not able to make a home for a child
34 and is unable to resume parenting, efforts should be made for the legal release of the child for adoption.
35 (1984, 2010)

36 **C-7. Dependent Children of Military Personnel**

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

42 **C-8. Child Care**

43 The National Education Association believes that all child care centers should have adequate
44 facilities, affordable payment options, proper supervision, appropriate education programs, and qualified,
45 screened, and trained personnel. Child care centers should be examined and monitored on a continuous
46 basis, and additional legislation should be sought as necessary to maintain the highest quality child care.

47 The Association encourages school districts and educational institutions to establish on-site child care
48 for preschoolers, students, the children of students, and the children of staff members. (1984, 1995)

1 **C-9. Community Violence**

2 The National Education Association believes that children who are exposed to community violence
3 are also its victims. Witnessing violence profoundly affects children's abilities to function at school,
4 develop and maintain emotional stability, and establish healthy relationships.

5 The Association also believes that children who are bystanders to violence must receive the
6 appropriate counseling and support from school and community resources. (2001)

7 **C-10. Family/Domestic Violence**

8 The National Education Association condemns any form of family/domestic violence and the
9 tolerance thereof and believes the cycle of violence has a detrimental effect on students' well-being.
10 School districts and communities should provide preventive training and educational programs for
11 education employees, students, and parents/guardians. The Association supports adequate funding and
12 staffing of existing family services and the creation of additional support systems and shelters.

13 The Association believes social services and the criminal justice system should continue to intervene
14 actively in the cycle of family/domestic violence. (1978, 2000)

15 **C-11. Standards for Family/Domestic Crisis Care**

16 The National Education Association supports a full range of assistance from interventions to shelters
17 for families experiencing domestic violence.

18 The Association advocates—

- 19 a. Services that include protection, counseling, and therapy for these children and families
- 20 b. Adequate financial support
- 21 c. Screening and training of potential foster families and shelter personnel
- 22 d. Immediate temporary foster care for children who are being abused, neglected, or exploited
- 23 e. Continued training, supervision, and evaluation of foster families and shelter personnel
- 24 f. Appropriate ongoing communications of pertinent information between social service agencies
25 and education employees
- 26 g. Mandated counseling for persons committing physical and/or psychological violence. (1992,
27 1999)

28 **C-12. Child Abuse, Neglect, and Exploitation**

29 The National Education Association believes that all children should be protected from the
30 psychological and physical aspects of child abuse, neglect, and exploitation.

31 The Association urges its affiliates to—

- 32 a. Seek clear legal definitions of what constitutes child abuse, neglect, and exploitation
- 33 b. Encourage the development of programs that stress the identification of, reporting procedures for,
34 legal responsibilities for, and techniques for dealing with abused, neglected, and exploited
35 children
- 36 c. Cooperate with community organizations to increase public awareness and understanding of the
37 prevalence as well as the causes, prevention, and treatment of child abuse, including neglect,
38 exploitation, incest, and physical abuse
- 39 d. Encourage the development and use of materials to increase student awareness of child abuse,
40 neglect, and exploitation
- 41 e. Require education employees to report to appropriate authorities instances of suspected child
42 abuse, neglect, and exploitation while providing those employees with immunity from legal
43 action
- 44 f. Encourage development of legislatively funded provisions for dealing with the abusive child,
45 adult, or institution as well as processes, protective options, and coping provisions for the abused,
46 neglected, and exploited child
- 47 g. Encourage enactment of legislation for protection of children from parents/guardians who
48 demonstrate neglect by leaving them unattended/unsupervised
- 49 h. Encourage positive action from the marketing and media professions in eliminating exploitation,
50 commercialization, and glamorization of physical, emotional, and sexual child abuse. (1974,
51 2000)

1 **C-13. Out-of-Home Placement of Children and Youth**

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

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

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

- 12 a. Copies of all comprehensive school records, which may include but not be limited to discipline
13 history and current special needs plans, shall be transferred to the child or youth’s current
14 educational placement in a timely manner as prescribed by law.
- 15 b. Each child or youth shall be allowed to maintain a copy of his or her personal and educational
16 file, which must include but not be limited to a birth certificate, a social security card, current
17 special needs plans, transcripts, a medical card, and immunization records.
- 18 c. Each child or youth shall be allowed to maintain a valid state identification card. (1992, 2009)

19 **C-14. Protection of Infants with Disabilities**

20 The National Education Association believes that infants born with mentally and/or physically
21 disabling conditions are entitled to receive medically necessary treatments and services that are
22 appropriate and consistent with the patient’s needs and that, in accordance with accepted standards of
23 practice, cannot be withheld without adversely affecting the patient’s condition or the quality of the care.
24 These treatments and services should be accompanied by the appropriate rehabilitation and life learning
25 skills. (1985, 2004)

26 **C-15. Child Support Payments**

27 The National Education Association supports efforts of parents and local, state, and federal agencies
28 to establish and enforce adequate child support guidelines and to improve the effectiveness of collecting
29 court-designated child support. (1983, 1993)

30 **C-16. Extremist Groups**

31 The National Education Association condemns the philosophy and practices of extremist groups and
32 their efforts to recruit young people and urges active opposition to all such movements that are inimical to
33 the ideals of the Association. (1980, 1993)

34 **C-17. Telephone and the Internet**

35 The National Education Association believes that children should be protected from exploitation via
36 telephone and the Internet. (1989, 2006)

37 **C-18. School Facilities: Design, Construction, and Function**

38 The National Education Association believes that school facilities must be conducive to teaching and
39 learning. The physical environment must allow for a variety of needs, including the number of students,
40 physical characteristics of students, changes in teaching methods, presentation of instruction, and an
41 increased use of school facilities. The Association also believes that all school facilities must be well
42 constructed, safe, energy-efficient, aesthetically pleasing, accessible, functional, and adaptable to persons
43 with disabilities. The Association supports facility designs with the use of nontoxic materials that promote
44 healthy indoor air quality through properly designed, installed, and maintained heating, ventilation, and
45 air conditioning (HVAC) systems. The Association further believes that the use, installation, and
46 maintenance of building materials in school facilities must be appropriate and comply with established
47 local, state, and federal guidelines.

48 The Association believes that the community, parents/guardians, and education employees must be
49 involved through site-based, shared decision making in designing these facilities. Construction designs
50 should incorporate original art.

1 The Association also believes that stable and sufficient funding must be provided for the design,
2 construction, adequate and ongoing maintenance, and operation of the school facility. (1992, 2009)

3 **C-19. Environmentally Safe Schools**

4 The National Education Association believes that all educational facilities must have healthy indoor
5 air quality, be smoke-free, be safe from environmental and chemical hazards, and be safe from hazardous
6 electromagnetic fields.

7 School districts should conduct periodic testing for harmful water and airborne particles/agents that
8 are detrimental to the health of students and education employees and shall report the results publicly.
9 Further, school districts must complete corrective actions to eliminate the problems and report results in a
10 timely manner.

11 The Association also believes that it is incumbent on local education providers to be forthcoming with
12 information regarding mold infestation and other indoor environmental hazards in school facilities.

13 The Association also believes in the establishment and enforcement of standards of the Occupational
14 Safety and Health Administration (OSHA), including temperature and humidity recommendations, to
15 ensure health and safety. The Association further believes that pesticide use should be minimized and, if
16 used, advance notice given of location and date of application.

17 The Association supports ongoing training and certification of education employees who work in
18 potentially hazardous situations. This training must include proper handling, storage, and disposal of
19 hazardous materials and instruction on Materials Safety Data Sheets (MSDS).

20 Additional health hazards should not be created when facilities are altered or repaired.

21 The Association believes that school districts must post MSDS and OSHA standards. Students and/or
22 their parents/guardians, education employees, and the public should be notified of actual and potential
23 hazards. All stakeholders should be involved in developing a plan for corrective action. The Association
24 also believes in the development and enforcement of health and safety standards specifically for children.
25 (1989, 2009)

26 **C-20. Staphylococcus Infection Prevention**

27 The National Education Association believes that, for all employees each school year, school districts
28 and educational institutions, working in collaboration with school nurses and local health authorities,
29 should initiate professional development about Staphylococcus infections and their prevention. This
30 information should be disseminated to all students. (2010, 2011)

31 **C-21. Programs Before and After School**

32 The National Education Association believes that all children need adequate and appropriate adult
33 supervision and guidance before and after school hours.

34 The Association also believes that children who have limited or no adult supervision before or after
35 school need local, state, and/or national programs, developed and staffed by qualified and trained
36 personnel, which include opportunities to participate in study-skill sessions, counseling, and guidance in
37 addition to recreational activities. (1983, 1995)

38 **C-22. Prevention of Child Abduction**

39 The National Education Association believes that all children should be protected from abduction.
40 Programs to prevent abduction should be provided to education employees, students, parents/guardians,
41 and the community. School districts should have policies and procedures for the prevention of abduction.
42 (1984, 2000)

43 **C-23. Missing Children**

44 The National Education Association believes that all available means must be utilized to locate
45 missing children. The Association also believes that local and state affiliates should work cooperatively
46 with local programs and/or authorities to raise the public's consciousness about the missing-children
47 crisis.

48 The Association further believes that the voluntary fingerprinting of children should be conducted in
49 a nonthreatening environment and that completed fingerprint cards should be given to the
50 parent/guardian. (1981, 2000)

C-24. School Transportation

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

All school bus personnel who are utilized to transport students should be publicly employed.

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

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

C-25. Comprehensive School Health, Social, and Psychological Programs and Services

The National Education Association believes that every child should have direct and confidential access to comprehensive health, social, and psychological programs and services. Such programs and services must be interactive and coordinated within and between school, home, and community settings. School and community efforts must also be integrated to promote the well-being of children and youth and to build support for school and community health programs.

The Association also believes that schools should provide—

- a. A healthful psychological climate and a safe physical environment
- b. Food services that provide nutritious meals and that help students to select nutritionally appropriate foods and beverages.

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

- a. A planned, sequential health education curriculum for pre-K through adult education that promotes sound nutrition and that includes education concerning the health risks associated with obesity and eating disorders
- b. A planned, sequential health education curriculum for pre-K through adult education that integrates various health topics (such as drug abuse, the dangers of performance-enhancing dietary herbal supplements, violence, safety issues, universal precautions, and HIV education); that is taught by teachers specifically prepared to teach the subject; and that enables students to develop the essential knowledge and skills to maintain personal, family, and community health
- c. A planned, sequential physical education curriculum for pre-K through adult education students
- d. Worksite health promotion to improve the health status of school staff to set an example for desired student behaviors.

The Association believes that services in the schools should include—

- a. Counseling programs that provide developmental guidance and broad-based interventions and referrals that promote the physical and psychological health of students
- b. Service providers and methods that identify, diagnose, and resolve learning disabilities and other conditions that adversely affect the ability to learn
- c. Health services provided by a licensed professional school nurse that promote the health of students through prevention, case finding, early intervention, and remediation of specific health problems; that provide first aid and triage of illness and injuries; and that provide health counseling
- d. A nurse-to-student ratio at each site that is at least one school nurse to every 750 students in the school population with adjustments to safely accommodate students with special health needs and chronic illness
- e. Comprehensive school-based, community-funded student health care clinics that provide basic physical and mental health, and health care services that include access to social services (which may include diagnosis and treatment) to supplement school nurses
- f. If deemed appropriate by local choice, family-planning counseling and access to birth control methods with instruction in their use

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

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

7 The Association urges its affiliates to support legislation to provide comprehensive care to all
8 children and supports community, state, and national efforts to coordinate these services. (1969, 2012)

9 **C-26. School Guidance and Counseling Programs**

10 The National Education Association believes that guidance and counseling programs should be
11 integrated into the entire education system, pre-K through higher education. Such programs should be
12 provided through a maximum counselor/student ratio of 1:250 by appropriately certified and/or licensed
13 school counselors who have been trained to support students in realizing their full potential in all areas of
14 growth and achievement. School counselors should spend at least 80 percent of their time providing
15 guidance and counseling services to students. (1987, 2004)

16 **C-27. Student Stress and Anger**

17 The National Education Association believes that increasing mental, emotional, and environmental
18 pressures can significantly impact students' health and success, resulting in drug and alcohol abuse,
19 violence, vandalism, school dropouts, self-injuring behaviors, and suicide among children and youth.

20 The Association also believes stress and anger management programs, including follow-up support,
21 that address the needs of children within both school and community settings, should be provided.
22 Professional development to prepare education employees and training for parents/guardians are
23 necessary to help students deal with stress and anger.

24 The Association further believes that schools must work collaboratively with the community, local,
25 state, and national agencies to ensure that these children and young adults receive comprehensive
26 interventions and services that support their physical and psychological well-being, and that these
27 interventions and services should be made available to all children and young adults beginning at pre-K.
28 (1980, 2008)

29 **C-28. Recess**

30 The National Education Association believes that supervised recess is a valuable tool; is an active
31 form of learning that unites the body, mind, and spirit; and promotes a healthy lifestyle. The Association
32 also believes that recess allows a student to develop interpersonal and problem-solving skills. The
33 Association further believes that recess is not a substitute for a comprehensive physical education
34 program. (2010)

35 **C-29. Safe and Orderly School Climates and Communities**

36 The National Education Association believes that a safe and effective school climate is necessary for
37 promoting educational excellence in public schools. The Association also believes that all education
38 employees, parents/guardians, students, school governing boards, and community members and agencies
39 must work cooperatively to establish and maintain safe and orderly school communities. The Association
40 further believes that it is in the best interest and safety of all students if education employees are
41 immediately informed of students with known serious behavior problems or violence-related potential.
42 Students and education employees must be safe from physical, verbal, and psychological violence, the
43 threat thereof, and all forms of harassment. There must be procedures to prevent and eliminate all types of
44 harassment that might occur. Plans and procedures regarding discipline and/or harassment must include
45 due process.

46 The Association further believes that both schools and school districts must have written discipline
47 plans and procedures that are fair, equitable, and consistently enforced as well as procedures for the safe
48 and orderly conduct of school activities and events. The Association believes that school security
49 personnel must be properly trained to interact with students exhibiting violent behavior.

1 The Association also believes that all school buildings should have controlled access during the
2 school day. Schools and school districts should implement policies and procedures that monitor visitor
3 access, such as check-in and wearing of identification badges.

4 The Association further believes that students must be taught strategies and skills, including conflict
5 resolution, that develop respect, self-discipline, and self-control. Students must learn to distinguish
6 between their own rights and responsibilities and the rights and responsibilities of others. There must be
7 appropriate services and placement within regular education and alternative education programs and/or
8 with state and/or community agencies for students who disrupt the learning environment or who are
9 dangerous to other students, education employees, and themselves.

10 The Association believes that appropriate school behavior begins and is reinforced in the home.
11 Parents/guardians of children who are disruptive often need support and training in order to reduce
12 inappropriate behavior and increase student learning. Programs that provide assistance and training in
13 child development, effective parenting skills, and strategies for dealing with disruptive students must be
14 available for parents/guardians. Schools can be instrumental in identifying and recommending strategies
15 that can assist parents/guardians. The Association also believes that a safe and effective school has a
16 positive environment in which education employees, students, parents/guardians, and the community care
17 for, communicate with, respect, understand, and trust each other. (1994, 2008)

18 **C-30. School Emergency Plans**

19 The National Education Association believes in the safety of all students and staff. The Association
20 also believes that schools, school districts, and school transportation systems must have written plans that
21 delineate procedures that include, but are not limited to, emergencies, lockdowns, violence, evacuations,
22 and weather-related conditions. Plans must include rapid reaction criteria and procedures coordinated
23 with on-campus, community, and other appropriate first responders. Emergency plans for each school site
24 must be developed by school personnel and parents/guardians in partnership with the community. The
25 Association further believes that for these plans to be effective they must be practiced and updated on a
26 regular and consistent basis. Plans must include stress management/counseling strategies as follow-up
27 care for students and staff when appropriate. (2007, 2009)

28 **C-31. Student Sexual Orientation and Gender Identification**

29 The National Education Association believes that all persons, regardless of sexual orientation or
30 gender identification, should be afforded equal opportunity and guaranteed a safe and inclusive
31 environment within the public education system. The Association also believes that, for students who are
32 struggling with their sexual orientation or gender identification, every school district and educational
33 institution should provide counseling services and programs that deal with high suicide and dropout rates
34 and the high incidence of teen prostitution. These services and programs shall be staffed by trained
35 personnel. (1988, 2002)

36 **C-32. Suicide Prevention Programs**

37 The National Education Association believes that suicide prevention programs including prevention,
38 intervention, and postvention must be developed and implemented. The Association urges its affiliates to
39 ensure that these programs are an integral part of the school program. (1989, 1992)

40 **C-33. Youth Camp Safety**

41 The National Education Association believes that all youth camps must provide proper supervision
42 and instruction as well as secure facilities that meet current safety and health standards.

43 The Association urges its members to support legislation establishing guidelines that require that all
44 camp personnel be qualified and trained for their areas of responsibility. (1976, 1987)

45 **STUDENT RIGHTS/CONCERNS**

46 **C-34. Student Rights and Responsibilities**

47 The National Education Association believes that basic student rights include the right to safe and
48 stable school environments; free inquiry and expression; freedom of the press; due process; gender equity;
49 freedom of association; freedom of peaceful assembly and petition; participation in the governance of the

1 school, college, and university; freedom from discrimination; freedom from commercial exploitation,
2 including the payment of subminimum wages; and equal educational opportunity.

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

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

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

14 **C-35. Drug and Alcohol Testing of Students**

15 The National Education Association believes that mandatory drug and alcohol testing of students
16 without probable cause is an unwarranted and unconstitutional invasion of privacy and opposes such
17 testing.

18 The Association also believes that schools must immediately notify parents/guardians of students
19 suspected of abusing drugs, alcohol, and/or performance-enhancing dietary herbal supplements and must
20 provide information about support services. (1987, 2003)

21 **C-36. HIV/AIDS Testing of Students**

22 The National Education Association opposes mandatory/involuntary human immunodeficiency
23 virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of students. (1987, 1993)

24 **C-37. Optimizing Students' Time To Learn**

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

27 The Association also believes that—

- 28 a. Student absences from school have adverse effects on program continuity, academic success,
29 learning, and mastery by the student. The Association urges its affiliates to work with school
30 districts, parent groups, other appropriate community groups, and public agencies to develop
31 programs to reduce student absences.
- 32 b. Excessive or unusual working hours are detrimental to a student's attention span, academic
33 success, and learning. The child labor laws, as structured by the Fair Labor Standards Act, must
34 be monitored, enforced, and strengthened by local, state, and national governing bodies. (1979,
35 2007)

36 **C-38. Media, Games, Products, and Children**

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

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

48 The Association encourages the producers of games and toys to make explicit to consumers, prior to
49 purchase, the nature of a product's content through specific labeling. The Association also believes that
50 regulations restricting the purchase of games and toys based on age appropriateness should be developed
51 and enforced. The Association deplors exposing children as consumer-test groups to violent interactive

1 games and products in order for manufacturers to determine how to increase or refine the violent content
2 for the express purpose of increasing sales.

3 The Association further believes that, through media literacy education, education employees,
4 parents/guardians, and children must become critical users of mass media, the Internet, and other products
5 accessible to children. The Association also encourages its affiliates to establish media study committees
6 to monitor media activities and promote positive educational programming. The Association further
7 encourages its affiliates to provide means for education employees to assist parents/guardians in the
8 selection of appropriate media, games, and products for their children. (1969, 2003)

9 **C-39. Student Use of Electronic Social Media**

10 The National Education Association recognizes the popularity and accessibility of electronic social
11 media, including personal websites, blogs, text messages and social networking sites. The Association
12 believes that students should be informed of the possible dangers of posting personal information
13 electronically. Students should be encouraged to report incidents of cyberbullying and other
14 inappropriate communications received using electronic social media. (2010)

15 **C-40. Effect of Poverty on Children and Youth**

16 The National Education Association believes that poverty affects a child's ability to develop
17 necessary academic and life skills. Society must provide high quality educational opportunities for all
18 children. The Association also believes that local, state, and federal governments must provide adequate
19 and equitable resources, including transportation as needed, and funding to support educational programs
20 for students affected by poverty.

21 The Association further believes that all education professionals play a crucial role in providing high
22 quality educational experiences. For educators to empower students to experience optimal results, social
23 programs that alleviate poverty in our communities must accompany educational programs. (1988, 2008)

24 **C-41. Effect of Homelessness on Children and Youth**

25 The National Education Association believes that homelessness creates educational challenges that
26 interfere with the ability of children and youth to access education and to progress academically.
27 Homelessness can limit the knowledge of, and access to, services such as education, housing, jobs, health
28 care; and other human service agencies.

29 The Association also believes that schools need to work collaboratively with the community; local,
30 state, and federal agencies; and higher education to create opportunities to enhance student success.

31 The Association further believes that society has the responsibility to lessen the effect of
32 homelessness by assisting children and youth to develop necessary life skills, to learn new concepts, and
33 to function successfully in diverse settings. (2007)

34 **EQUAL ACCESS**

35 **C-42. Placement of Students with HIV/AIDS**

36 The National Education Association supports establishing local policy that ensures a free, appropriate
37 public education in a least-restrictive environment for all students infected with the human
38 immunodeficiency virus (HIV) or with acquired immunodeficiency syndrome (AIDS).

39 The Association believes that the placement of such students in school is a medical decision that
40 should be made on a case-by-case basis by qualified health care professionals.

41 The Association also believes that students should not be refused admittance to school or subjected to
42 any other adverse action solely because they have tested positive for HIV or have been diagnosed as
43 having AIDS. (1987, 1993)

44 **C-43. Extracurricular Participation**

45 The National Education Association believes that the successful completion of an academic program
46 is the first priority for all students.

47 The Association also believes that all schools, colleges, universities, and parents/guardians must
48 accept their educational responsibilities to student athletes and participants in other extracurricular
49 activities. These students should not be exploited for economic and/or personal gain.

1 The Association further believes that there should be fair and equitable eligibility requirements for
2 student participation and student progress should be monitored frequently. (1984, 2000)

3 **C-44. Gender Equity in Athletic Programs**

4 The National Education Association believes that at all educational levels female and male students
5 must have equal opportunity to participate in athletic programs.

6 The Association urges that athletic funds for facilities, equipment, and remuneration of staff be
7 allocated equally between female and male programs. (1974, 1993)

8 **C-45. Reduction of Gang-Related Crime**

9 The National Education Association believes that families, schools, communities, businesses, and law
10 enforcement agencies have critical roles in reducing gang-related crime. The Association supports
11 collaboration among these groups in an effort to reduce such crime.

12 The Association also supports educational programs that promote positive self-image and academic
13 success—such as dropout prevention/intervention, before- and after-school programs, and job training—
14 particularly for at-risk students in areas where there is a high degree of gang activity.

15 The Association also believes that the business community has an important role in reducing illegal
16 activities by gangs. The Association further supports programs that lead to meaningful job opportunities
17 for youths.

18 The Association further believes that law enforcement agencies should be active participants in
19 education and employment programs to reduce gang-related crimes.

20 The Association believes that federal, state, and local governments should develop and implement
21 education and youth employment programs in helping to reduce illegal activities by gangs. (1988, 1994)

22 **C-46. Juvenile Offenders**

23 The National Education Association believes that juvenile offenders who are convicted of serious
24 crimes and who are contained in detention centers should be provided a healthy environment conducive to
25 positive social change.

26 The Association also believes that these juveniles, while in this environment, should be provided with
27 education programs and other support services that will enable them to become contributing members of
28 society. Teachers of these youths must be prepared to provide instruction in life skills and learning skills.

29 Juvenile offenders who pose a threat to the health and safety of others and who are not placed in these
30 centers should be provided educational services in an appropriate alternative setting rather than the
31 regular public school setting.

32 The Association supports the placement of juveniles who are not charged with any offense or those
33 who are status offenders in separate facilities from those persons who are charged with criminal offenses.

34 The Association also supports adequate funding for programs that provide alternatives to
35 incarceration, discourage recidivism, and engage juveniles in positive behavior management activities and
36 community-based rehabilitation that include counseling and community services. (1988, 2004)

37 **C-47. Advertising of Alcoholic Beverages and/or Tobacco Products**

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

44 **D. PROMOTE PROFESSIONAL EXCELLENCE AMONG EDUCATORS**

45 **PROFESSIONAL PREPARATION**

46 **D-1. The Teaching Profession**

47 The National Education Association believes that the teaching profession is a cornerstone of society.

1 The goal of the profession must be to provide the highest quality of education to all students. To
2 achieve this goal, the profession must be composed of individuals who meet the highest standards. These
3 standards must be established, maintained, and governed by the members of the profession and must
4 apply to recruitment, teacher preparation, induction, professional development, evaluation, practice, and
5 accountability. Members of the teaching profession must assume expanded leadership roles and must
6 have the time, resources, and decision-making authority to provide the highest quality of learning for each
7 student.

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

10 A quality teacher—

- 11 a. Designs and facilitates instruction that incorporates the students' developmental levels, skills, and
12 interests with content knowledge
- 13 b. Develops collaborative relationships and partners with colleagues, students, families, and
14 communities focused on meaningful and deep learning
- 15 c. Provides leadership and advocacy for students, quality education, and the education profession
- 16 d. Demonstrates in-depth content and professional knowledge
- 17 e. Participates in ongoing professional learning as an individual and within the professional learning
18 community
- 19 f. Utilizes multiple and varied forms of assessments and student data to inform instruction, assess
20 student learning, and drive school improvement efforts
- 21 g. Establishes environments conducive to effective teaching and learning
- 22 h. Integrates cultural competence and an understanding of the diversity of students and communities
23 into teaching practice to enhance student learning
- 24 i. Utilizes professional practices that recognize education as vital to strengthening our society and
25 building respect for the worth, dignity and equality of every individual
- 26 j. Strives to overcome the internal and external barriers that impact student learning.

27 (1998, 2009)

28 **D-2. Teacher Preparation Programs: Recruitment**

29 The National Education Association believes that strong programs of teacher recruitment are
30 necessary to maintain and enhance the teaching profession. Such programs should emphasize the
31 recruitment of underrepresented candidates, should include a policy of affirmative recruitment, and
32 should encourage incoming teachers to engage in the work of the Association. Preteaching programs and
33 recruitment efforts should be developed at high schools and community/junior colleges in conjunction
34 with institutions of higher education with teacher preparation programs. These efforts should include the
35 active participation of practicing pre-K through adult education teachers.

36 The Association also believes that individuals interested in teaching as a career should attend
37 institutions accredited by the National Council for Accreditation of Teacher Education (NCATE).
38 Counselors and advisers should inform students of the advantages of attending NCATE-accredited
39 institutions.

40 Federally financed loan and grant programs should be established to encourage students to become
41 professional educators. Progressive forgiveness of the loan should be based upon the number of years of
42 professional service.

43 Grants should be secured from both public and private sources to assist students planning to pursue a
44 career in education. (1990, 2012)

45 **D-3. Teacher Preparation for Education Support Professionals**

46 The National Education Association believes that education support professionals are an integral part
47 of the student's learning process and, therefore, would make excellent candidates for teacher preparation
48 programs.

49 The Association also believes that affiliates should support the development of programs, resources,
50 and funding to assist those education support professionals who wish to obtain a college degree and fulfill
51 the requirements necessary to become licensed classroom teachers.

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

D-4. Teacher Preparation Programs: Admissions

The National Education Association believes that requirements for admission into teacher preparation programs must be based upon standards established and maintained by the profession. These requirements must be rigorous yet flexible enough to allow admittance to those who demonstrate potential for effective practice. The requirements and the selection process must be nondiscriminatory.

The Association also believes that admission to teacher preparation programs should be based on multiple considerations, such as recommendations of faculty, grade-point average, personal interviews, portfolio reviews, and recommendations of persons in related fields. Standardized achievement test scores must not be the sole basis for admission.

The Association urges appropriate state agencies to monitor projected needs by certification areas and to inform teacher preparation institutions of those needs on a continuing basis. Teacher preparation institutions should counsel and prepare prospective teachers in numbers consistent with projected needs. (1970, 2000)

D-5. Teacher Preparation Programs: Affiliate Participation

The National Education Association believes that its affiliates and members should be involved in teacher education preparation and accreditation at the national, state, and local levels. The Association also believes that its affiliates and licensed educators with teaching experience should participate at the college/university level in the design, implementation, and improvement of teacher education programs. (1970, 2001)

D-6. Teacher Preparation Programs: Content and Evaluation

The National Education Association believes that teacher preparation programs must—

- a. Involve practicing, licensed pre-K through adult education teachers 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 a policy of affirmative recruitment
- e. Include tests, reports, student teaching, portfolio reviews, and other measures of performance designed to assess progress in acquiring the knowledge and skills necessary for effective teaching
- f. Require courses in the liberal arts, subject or grade-level specialty, reading, methodologies for the instruction of students with limited English proficiency, and professional studies that include learning theories, curriculum design, classroom management, behavior management, discipline, student assessment, school accountability, school law, and teaching techniques
- g. Include instruction and field experience in the uses of appropriate technology for managing and advancing instruction
- h. Include instructional content and experience that address our multicultural, multi-ethnic diversity, recognize the contributions of ethnic and other minorities, and provide strategies and techniques for teaching and interacting with culturally diverse students
- i. Include instructional content and experiences that address how economic and/or housing status affect a child's readiness and ability to learn and function in a school setting and that provide specific techniques for teachers who teach children of poverty
- j. Involve students preparing to teach in recognizing biases and acquiring the necessary skills and knowledge to assist them in creating a bias-free environment
- k. Include instructional content and experience in research and information skills, group processes, shared decision making, strategic planning, the dynamics of intergroup communications, peace and conflict resolution, human growth and development, the changing role of the family, exceptional behaviors, and human relations
- l. Include a variety of field experiences throughout the preparation program culminating in clinical practice
- m. Include accurate instructional content on the evolution of professional teacher organizations and the advances in the areas of job contracts, salary schedules, benefit programs, and working conditions

- 1 n. Include instruction and practical experiences in the processes, strategies, realities, responsibilities,
2 and challenges of shared decision making, problem-solving, and strategic planning
- 3 o. Include instructional content in awareness and educational programs of all special education areas
4 recognized by federal law
- 5 p. Provide access to professional and preprofessional organizations related to the education
6 profession and areas of certification
- 7 q. Promote involvement in an NEA Student Program local chapter that provides opportunities for
8 community outreach, professional development, and political action
- 9 r. Be evaluated and accredited by the National Council for Accreditation of Teacher Education
10 (NCATE)
- 11 s. Be funded at a level that ensures that NCATE accreditation is achieved and maintained. (1970,
12 2009)

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

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

17 The Association also believes that clinical practice should include a supervised student teaching
18 experience/internship and a post-hiring residency of one year for a prospective teacher to achieve full
19 licensure. Clinical practice provides formal support, instruction, and guidance by a faculty member in a
20 teacher preparation program and by an experienced, licensed pre-K through adult education teacher in the
21 same field of practice.

22 The Association further believes that prospective teachers completing clinical practice should
23 demonstrate—

- 24 a. A comprehensive understanding of the central concepts and structure of the disciplines that they
25 teach
- 26 b. A knowledge of how children learn, including how their approaches to learning differ
- 27 c. The ability to provide learning opportunities that support the intellectual, social, physical, and
28 personal development of individual students
- 29 d. A variety of instructional strategies that encourage students to develop critical thinking skills,
30 problem-solving techniques, positive social interaction, and active engagement in learning
- 31 e. The ability to plan instructional strategies based upon knowledge of the subject matter, the
32 students, the community, and the curriculum goals
- 33 f. The effective use of formal and informal assessment strategies to evaluate and ensure the
34 continuous intellectual, social, physical, and personal development of individual students
- 35 g. The use of active inquiry and collaboration between and among colleagues.

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

39 **D-8. Hiring Policies and Practices for Teaching Positions**

40 The National Education Association believes that, to provide the highest quality of education to all
41 students, hiring practices must ensure that all teaching positions be filled by highly qualified
42 professionals. The Association also believes that hiring policies and practices must be nondiscriminatory
43 and include provisions for the recruitment of a diverse teaching staff.

44 The Association further believes that individuals under consideration for teaching positions must have
45 completed a teacher education program meeting NCATE standards and be licensed in the field of the
46 specific teaching assignment. Selection criteria for all teaching positions must be based on the needs of
47 the students and faculty, the goals of the school district, and the philosophy of the school.

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

1 **D-9. Teacher Induction**

2 The National Education Association believes that teacher induction is an integral part of an ongoing
3 systemic approach to examining teaching in relation to student learning. It facilitates the transition of new
4 teachers into the profession, promotes the retention of successful teachers, and provides a system of
5 support for veteran teachers experiencing a change in grade level, type of assignments, job site, or cultural
6 environment. The Association also believes that an effective induction process is based upon exemplary
7 teaching practices, an understanding of adult and student learning, and a professional environment that
8 encourages collaboration and inquiry through formal and informal systems of collegial support.

9 The Association further believes that the induction process includes critical analysis and cognitive
10 and reflective activities that support the development of exemplary teaching practices and enhances
11 professional development. The induction process for new teachers must be mandatory, be at least one
12 year in duration, and include a mentoring program. The induction process for veteran teachers must be
13 flexible and provide support based upon changes in their professional assignments.

14 The Association encourages its affiliates to be involved in the development of standards for teacher
15 induction and in the design and implementation of the process. (1999, 2000)

16 **D-10. Mentor Programs**

17 The National Education Association believes that mentor programs are a means of enhancing the
18 professional expertise of employees and retaining quality educators. The Association also believes that
19 the planning, implementation, and evaluation of such programs must be negotiated or cooperatively
20 developed and maintained by the school district and the local affiliate.

21 The Association further believes that the duties and responsibilities of all parties must be clearly
22 defined and uniformly administered. Mentors must be selected through a defined process with articulated
23 criteria, be properly trained and compensated, and be provided with adequate time to fulfill their
24 responsibilities. The state or local authority has the obligation to provide hold-harmless protection.

25 The Association believes that any documentation that results from the mentoring process must be
26 confidential and the sole property of the person mentored and must not be included in the participant's
27 personnel file. The Association also believes that any verbal conversations that result from the mentoring
28 process must also remain confidential. (1988, 2004)

29 **D-11. Teacher Career Paths**

30 The National Education Association believes that a teacher's primary responsibility is student
31 learning and that leadership by teachers is essential to serving the needs of students, schools, and the
32 teaching profession. The development of well-designed career paths can promote and nurture effective
33 teaching.

34 Career paths should—

- 35 a. Be developed through collective bargaining or in nonbargaining jurisdictions be developed
36 collaboratively by Association members and local boards
- 37 b. Be adequately funded and sustainable
- 38 c. Be voluntary
- 39 d. Be fair and equitable with transparent criteria, based on professional standards
- 40 e. Include compensation that recognizes additional responsibilities, knowledge, and/or skills
- 41 f. Include ongoing professional development
- 42 g. Allow teachers to move between paths without penalty
- 43 h. Implement a comprehensive evaluation system that includes an appeal procedure. (2012)

44 **D-12. Peer Assistance Programs and Peer Assistance and Review Programs**

45 The National Education Association believes that high standards within the teaching profession and
46 continuous improvement in professional practice are cornerstones of the profession. Some local affiliates
47 may conclude that, under certain circumstances, a peer assistance or a peer assistance and review program
48 is an appropriate mechanism for achieving these objectives.

49 The primary purpose of any such program should be to provide “assistance”—to improve
50 professional practice, retain promising teachers, and build professional knowledge to improve student
51 success. A local affiliate may, at its option, also decide to include a “review” component in the program—
52 involving the evaluation of performance. If a local affiliate takes either position, the program should—

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

33 **D-13. Administrator Preparation**

34 The National Education Association believes that administrators and staff are partners in the total
35 school program. Administrators must maintain valid administrator licensure and have periodic teaching
36 experience. Areas of instructional content and experience should include participatory decision making,
37 interpersonal skills, personnel selection, staff evaluation, curriculum, school management techniques, and
38 cultural diversity training. Prior to credentialing, an administrator shall have served at least five years in a
39 full-time teaching position. (1985, 1994)

40 **APPROPRIATE STAFFING**

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

42 The National Education Association believes that extracurricular activities are an important part of
43 the public school experience. Education institutions should adopt policies, standards, and guidelines for
44 staffing extracurricular activities and for hiring personnel who have the necessary skills and knowledge to
45 perform those duties, and for providing staff members with appropriate ongoing training. Qualified
46 education employees must be given the opportunity of first acceptance of paid positions. (1994, 1996)

1 PROFESSIONAL DEVELOPMENT

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

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

- 6 a. Be based upon clearly articulated goals reached by consensus of the school community
- 7 b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each
8 site
- 9 c. Support education professionals in meeting the needs of students
- 10 d. Be incorporated into and aligned with (not added to) professional work expectations
- 11 e. Be standards-referenced and incorporate effective practice, relevant data, and current research
- 12 f. Be supported by adequate resources
- 13 g. Be career-long, rigorous, and sustained
- 14 h. Stimulate intellectual development and leadership capacity
- 15 i. Balance individual priorities with the needs of the school and the district
- 16 j. Include an ongoing assessment and evaluation component to determine effectiveness
- 17 k. Respond to, refine, improve, and adjust the professional development according to the feedback
18 provided by the participants
- 19 l. Not usurp regular planning time for teachers
- 20 m. Provide—
 - 21 • training and ongoing support for the implementation of new and expanded
22 programs/skills
 - 23 • training and ongoing support in the development of new and revised curricula and
24 instructional strategies
 - 25 • time during the regular work day and work year for inquiry, research, reflection, and
26 collaboration
 - 27 • time for individual and collaborative study of student data to improve student learning
 - 28 • opportunities for mentoring/peer coaching with colleagues on an ongoing basis
 - 29 • a depth of subject matter knowledge and a greater understanding of the impact of culture,
30 gender, and learning styles
 - 31 • opportunities to assume new roles, including leadership positions
 - 32 • flexibility for collaboration of community partners with a variety of resources such as
33 university-school partnerships, professional development schools, exchange programs,
34 professional development resource centers, and cultural and business resources
 - 35 • Training and ongoing support for the use of technology as an instructional tool. (1976,
36 2012)

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

38 The National Education Association believes that professional development should be required
39 throughout the career of education support professionals. Professional development programs should
40 provide equal opportunities for these employees to gain and improve the knowledge and skills important
41 to their position and job performance. Professional development programs should ensure that appropriate
42 education employees have a decisive voice at every stage of planning, implementation, and evaluation.
43 The Association also believes that professional development and continuing education serve as catalysts
44 to recruit, retain, and promote qualified education support professionals. The Association further believes
45 that these professional development course offerings should be ongoing throughout the school year and
46 should be made available by both the states and the school districts. (1998, 2011)

47 **D-17. Professional Development Resource Centers**

48 The National Education Association believes that state/regional professional development resource
49 centers provide an opportunity for education employees to share resources, experiences, and ideas for
50 professional growth. The Association also believes that these centers should be established, funded, and
51 accessible to all education employees. The Association further believes that members from local affiliates

1 served by a center should comprise a majority of the membership of the professional development
2 resource center policy board. (1982, 1999)

3 **COMPETENCY**

4 **D-18. Professional Development in Behavior Management, Discipline, Order, and** 5 **Safety**

6 The National Education Association believes that behavior management, discipline, order, and safety
7 in schools and school districts are essential to ensure student success. The Association also believes that
8 all education employees must be provided professional development in behavior management, discipline,
9 conflict resolution, safety plans and emergency procedures, emergency lifesaving techniques, and crisis
10 management. (1994, 2000)

11 **D-19. Neurological Disorder Awareness**

12 The National Education Association believes in the establishment of programs that will increase
13 education employee awareness of neurological disorders and symptoms that affect student learning.
14 Qualified health professionals should be cooperatively involved in these programs. (1987, 1999)

15 **D-20. Teacher Exchange Programs**

16 The National Education Association believes that teachers and students benefit when teachers
17 participate in teacher exchange programs. Voluntary teacher exchange programs should be cooperatively
18 established with governing boards to offer such programs within and among the states, schools of federal
19 agencies within and outside the United States, and agencies abroad. (1974, 1997)

20 **D-21. Education Employee Evaluation**

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

24 Effective evaluation procedures supported by professional development programs will enable all
25 education employees to keep abreast of developments in their areas of specialization. Such procedures,
26 with sufficient resources, can help ensure job competency, identify deficiencies in performance, and
27 provide options such as counseling, training programs, a remediation plan, and opportunities to observe
28 peers.

29 The Association also believes that evaluations of teachers must be comprehensive—based on multiple
30 indicators that provide teachers with clear and actionable feedback to enhance their practice—with
31 components that include indicators of teacher practice, teacher contribution and growth, and contribution
32 to student learning and growth.[†]

33 If, following such an evaluation, a teacher's practice fails to meet performance standards, a teacher
34 should be provided with clear notice of the deficiencies and an improvement plan should be developed by
35 the teacher, local association, and employer. After being given sufficient time, training, and opportunity
36 for improvement, a person is then formally reevaluated, and if incompetence can be documented,
37 dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be
38 implemented by administrators/evaluators who are properly trained and held accountable for appropriate
39 and fair evaluation systems. An administrator must complete evaluations in accordance with the
40 timeframe prescribed by laws, contracts, agreements, and memoranda of understanding. An
41 administrator's failure to complete an evaluation must not negatively impact an education employee.

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

45 The evaluation procedure should be cooperatively developed and maintained in conjunction with
46 representatives selected by the local affiliate and should include—

47 a. Clear performance expectations that are specific to the job description

[†] See the *NEA Handbook* for the Policy Statement on Teacher Evaluation and Accountability adopted by the 2011 Representative Assembly.

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

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

12 By participating in an evaluation process, an education employee shall not waive his or her right to
13 due process in any subsequent contractual or legal proceeding. (1969, 2011)

14 **D-22. Competency Testing of Licensed Teachers**

15 The National Education Association believes that competency testing must not be used as a condition
16 of employment, license retention, evaluation, placement, ranking, or promotion of licensed teachers.
17 (1969, 2000)

18 **D-23. Evaluation and Promotion in Higher Education**

19 The National Education Association affirms the importance of teaching in institutions of higher
20 education and believes that research and publication should not be the only criteria on which higher
21 education faculty are evaluated and/or promoted.

22 The Association also believes that its higher education members must be allowed to determine
23 through the collective bargaining process the methods by which they are evaluated and promoted.

24 The Association further believes that in order to maintain high standards throughout higher education,
25 administrators must undergo individual, periodic, and regular evaluation. The evaluation process must
26 include input from a broad spectrum of the college/university community in order to provide a balance of
27 perspective and evaluation effectiveness. (1986, 2006)

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

29 The National Education Association believes that experienced education professionals are valuable
30 resources in the promotion of educational excellence. The Association also believes that experienced
31 education professionals should be encouraged to remain in, or return to, the education profession. This
32 encouragement should be accomplished through strategies consistent with NEA policy, including, but not
33 limited to, enhanced salaries and benefits, a supportive and respectful work environment, a reasonable
34 workload, a secure pension accompanied by retiree health care benefits, and retirement enhancements that
35 reward extended years of service. These strategies can be achieved through bargaining, legislation, or
36 other means. (2001, 2007)

39 **E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE** 40 **TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN** 41 **THE EDUCATIONAL EFFORT**

42 **ACADEMIC FREEDOM**

43 **E-1. Instructional Excellence**

44 The National Education Association believes that to achieve and maintain instructional excellence
45 there must be continual improvement in the education process. The Association also believes that teachers
46 have the primary responsibility for instructional excellence and must have the primary authority to
47 recommend improvements in instruction through a democratic decision-making process. The Association

1 further believes all education employees should support high standards for instructional excellence and
2 contribute to the continual improvement of education. The Association believes that no single program
3 can meet the needs of every student. Mandated programs, such as scripted learning programs and pacing
4 charts, restrict the ability of teachers to make decisions for appropriate, meaningful instruction in their
5 classrooms. The Association recommends that education employees collaborate in the research,
6 development, and field testing of new instructional methods and materials. (1969, 2005)

7 **E-2. Time To Teach**

8 The National Education Association believes that “time to teach” refers not only to those hours
9 during which an educator is actually teaching but also applies to those conditions that contribute to the
10 student-teacher relationship. These include a reasonable, carefully defined work load, a duty-free lunch
11 period, an office in which to work, access to telephones, adequate and appropriate office equipment,
12 access to technology, freedom from interruptions during instructional time, sufficient unencumbered
13 planning time, time to evaluate student progress, time for implementation of federal and state legislative
14 requirements, and elimination of the noninstructional tasks required of a teacher.

15 The Association also believes that, at all levels and in all disciplines, additional common planning
16 time should be provided during the student day for employees to meet for such purposes as, but not
17 limited to, planning interdisciplinary activities/units, team planning time, and coordinating with special
18 education and with support professionals.

19 The Association recognizes that accountability requires reporting on the uses of funding derived from
20 federal, state, and local education programs. The Association further believes, however, that in order for
21 the classroom educator to spend adequate time on instructional duties, the paperwork burden on the
22 practitioner must be reduced and held to an absolute minimum.

23 The Association believes that educators need the freedom and flexibility to schedule time and design
24 programs to meet the needs of students. (1969, 2007)

25 **E-3. Selection and Challenges of Materials and Teaching Techniques**

26 The National Education Association believes that democratic values can best be transmitted in an
27 atmosphere that does not restrain free inquiry and learning. The Association also believes that quality
28 teaching depends on the freedom to select materials and techniques. Teachers and school library media
29 specialists must have the right to select and use materials and techniques without censorship or legislative
30 interference. States, school districts, and educational institutions must include teachers and faculty as full
31 voting members on textbook and curriculum review and adoption committees. Participation must be
32 voluntary and compensated.

33 The Association deplores prepublishing censorship, book-burning crusades, and attempts to ban
34 books from school library media centers and school curricula. Challenges to the choice of instructional
35 materials and techniques must be orderly and objective, under procedures mutually adopted by
36 professional associations and school governing boards.

37 Materials in all subject areas should—

- 38 a. Include strategies that encourage student interaction
- 39 b. Be developmentally appropriate
- 40 c. Include appropriate accommodations and modifications for students with special needs
- 41 d. Be free from stereotypes
- 42 e. Address divergent points of view
- 43 f. Contain sufficient activities to teach the concepts
- 44 g. Provide for the evaluation of higher level thinking
- 45 h. Be historically and factually accurate
- 46 i. Be inclusive of all ethnic groups.

47 Instructional materials and equipment must be provided in sufficient variety and quantity to serve all
48 students. (1969, 2010)

49 **E-4. Development of Curriculum**

50 The National Education Association believes that to provide the highest quality of education to all
51 students, educators must be the primary voice in the planning, development, implementation, monitoring,
52 and refinement of curricula.

1 The Association also believes that careful consideration must be given to the curriculum in regards to—
2 a. Student academic standards
3 b. Alignment of curriculum with standards
4 c. Unwarranted duplication of content
5 d. Prevention of content gaps
6 e. Content overload
7 f. Developmentally appropriate content
8 g. Appropriate accommodations and modifications for students with special needs.
9 The Association further believes that educators must have an active role in the establishment of
10 procedures for the planning, development, implementation, monitoring, and refinement of curricula. To
11 that end, professional time and training must be provided. (2003, 2004)

12 **E-5. Development of Materials**

13 The National Education Association believes that public school teachers and postsecondary faculty
14 should be involved in the development and field testing of all educational materials offered for adoption
15 or purchase by public school districts and educational institutions. Materials in all subject areas should
16 include strategies that encourage student interaction, be developmentally appropriate, include appropriate
17 accommodations and modifications for students with special needs, be free of stereotypes, address
18 divergent points of view, contain sufficient activities to teach the concepts, and provide for the evaluation
19 of higher level thinking skills.

20 The Association also believes that requiring the use of electronic curriculum mapping and lesson
21 planning software via district networks and the Internet should not impose additional time burdens on
22 teachers, and must be accompanied by adequate training and compensation. Adoption of such practices
23 should be a collaborative effort among teachers, administrators, and local boards of education.

24 Where school districts and educational institutions involve teachers and faculty in the development of
25 any educational materials, participation should be voluntary and compensated. (1984, 2006)

26 **E-6. Cultural Diversity in Instructional Materials and Activities**

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

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

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

38 **E-7. Women in Instructional Materials**

39 The National Education Association believes that educational materials should accurately portray the
40 influence, contributions, and historical lifestyles of women in our nation and throughout the world. (1996,
41 1998)

42 **E-8. Religious Heritage in Instructional Materials**

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

45 **E-9. Impact of Federal and State Legislative Mandates**

46 The National Education Association believes that federal and state mandates regarding school
47 programs should be broad, general guidelines, must be fully funded, and must not be based on student
48 achievement. Mandated programs and requirements should be established or eliminated only in
49 conjunction with the Association and its state and local affiliates. Mandates should be assessed at the
50 local, state, and national levels by stakeholders, including the Association and its state and local affiliates,

1 with particular attention to the impact on students, education employees, school programs, and finances.
2 (1979, 2007)

3 **E-10. Academic and Professional Freedom**

4 The National Education Association believes that academic freedom is essential to the teaching
5 profession. Academic freedom includes the rights of teachers and learners to explore and discuss
6 divergent points of view. Controversial issues should be a part of the instructional program when, in the
7 judgment of the professional staff, the issues are appropriate to the curriculum and to the maturity level of
8 the student. A teacher shall not be fired, transferred, reassigned, removed from his or her position, or
9 disciplined for refusing to suppress the free expression rights of students.

10 The Association also believes that professional freedom is essential to the teaching profession.
11 Professional freedom includes the teachers' right to evaluate, criticize, and/or advocate their personal
12 point of view concerning the policies and programs of the schools. Furthermore, teachers must be free to
13 depart from mandated scripted learning programs, pacing charts, and classroom assessments without
14 prejudice or punishment. Teachers also have the right to assist colleagues when their academic or
15 professional freedoms are violated.

16 The Association further believes that legislation and regulations that mandate or permit the teaching
17 of religious doctrines and/or groups that promote antipublic education agendas violate both student and
18 teacher rights. The Association urges its affiliates to seek repeal of these mandates where they exist.
19 (2002, 2009)

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

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

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

27 The Association believes that, while programs focusing on scripted learning and pacing charts can
28 serve as frames of reference, it is still incumbent on the classroom teacher to evaluate the efficacy of all
29 instructional programs and classroom assessments and to modify them when necessary in order to address
30 the needs and facilitate the success of each student. (2006, 2009)

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

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

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

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

42 **E-13. Support Professionals in the Education Process**

43 The National Education Association believes that all education employees are essential to the learning
44 environment. The Association recognizes that education support professionals promote positive role
45 models that enhance the education process.

46 The Association also believes that the retention of education support professionals must be
47 encouraged and is vital to keeping strong and effective public schools. (1990, 2007)

48
49

1 **F. PROTECT THE RIGHTS OF EDUCATION EMPLOYEES AND**
2 **ADVANCE THEIR INTERESTS AND WELFARE, AND PROMOTE,**
3 **SUPPORT AND DEFEND PUBLIC EMPLOYEES' RIGHT TO**
4 **COLLECTIVE BARGAINING**

5 **PAY EQUITY/COMPARABLE WORTH**

6 **F-1. Nondiscriminatory Personnel Policies/Affirmative Action[†]**

7 The National Education Association believes that, except as otherwise provided below, personnel
8 policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended,
9 demoted, transferred, retired, or harassed because of race, color, national origin, cultural diversity, accent,
10 religious beliefs, residence, physical disability, political activities, professional association activity, age,
11 size, marital status, family relationship, gender, sexual orientation, or gender identification.

12 Affirmative action plans and procedures that encourage active recruitment and employment of ethnic
13 minorities, women, and persons with disabilities should be developed and implemented in accordance
14 with Association policy. Affirmative action plans and procedures that encourage active recruitment and
15 employment of men in underrepresented education categories should also be developed and implemented.
16 It may be necessary therefore to give preference to men in recruitment, hiring, retention, and promotion
17 policies to overcome past discrimination. (1969, 2002)

18 **F-2. Pay Equity/Comparable Worth**

19 The National Education Association believes that all workers should be paid on the basis of the
20 requirements, skills, and worth of their jobs, and that factors such as the gender or race of the individual
21 performing the job should never play a role in determining salary.

22 The Association supports all efforts to attain accurate and unbiased forms of job evaluation and to
23 raise the pay of those jobs that are presently undervalued. The “market value” means of establishing pay
24 cannot be the final determinant of pay scales since it too frequently reflects the race and sex bias in our
25 society.

26 The Association encourages efforts by education employees and others of the work force to gain
27 salary levels appropriate to the skill, value, responsibility, and requirements of their jobs. (1982, 1993)

28 **F-3. Uniform Compensation**

29 The National Education Association opposes any attempt to establish tiered compensation systems
30 that place entry-level employees on a salary and/or benefits schedule that differs from that of career
31 employees. (1986)

32 **F-4. Tax Deductions for Professional Expenses**

33 The National Education Association believes that education employees must continue to perform and
34 develop professionally and that expenses incurred to do so are professional and therefore must be
35 considered as necessary and ordinary and must be uniformly deductible, as an adjustment, from gross
36 income in the computation of federal, state, and local income taxes. Deductible expenses should include,
37 but not be limited to, expenses incurred relating to sabbatical leaves; educational travel for maintenance
38 and improvement of skills; an in-home office; education-related auto use; and, purchasing of teaching
39 supplements and professional supplies, materials, and equipment. (1969, 1993)

40 **COLLECTIVE BARGAINING PROCESS**

41 **F-5. Collective Bargaining Rights**

42 The National Education Association believes that the attainment and exercise of collective bargaining
43 rights are essential to the promotion of education employee and student needs in society. The Association

[†] See the *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly.

1 demands that these rights be advocated where they are now abridged or denied and strengthened where
2 they are now secured. (1980, 1993)

3 **F-6. Collective Bargaining and Grievance Procedures**

4 The National Education Association believes in the necessity of a public employees' federal
5 collective bargaining law that will not weaken any state or local bargaining laws. The Association
6 demands that federal, state, and local governing bodies bargain collectively with all public employees.
7 The Association supports legislation that would prohibit the negotiating away of any public employee
8 statutory benefit, right, or protection.

9 The Association also believes that local affiliates and governing boards must negotiate, in good faith,
10 written master contracts. These contracts must include terms and conditions of employment and other
11 matters of concern and include a provision for agency fee.

12 The Association further believes that local affiliates should determine the bargaining approach most
13 appropriate for them. The Association also supports a local's decision to use an interest-based process as
14 an option from a wide range of models for collective bargaining and/or dispute resolution.

15 Grievance procedures shall be provided in the master contract with definite steps to appeal the
16 application or interpretation of the contract. Binding arbitration shall be a part of the grievance procedure.

17 The Association believes that binding arbitration and the right to strike must be an integral part of any
18 collective bargaining process.

19 Coordinated bargaining by Association affiliates on a regional or statewide basis is an important
20 component of collective bargaining.

21 The Association also believes that state affiliates should seek statutory penalties for governing boards
22 that do not bargain in good faith. Further, state affiliates should seek statutory penalties for governing
23 bodies that seek to rescind negotiated agreements by declarations of bankruptcy or by any other means.
24 (1969, 1998)

25 **F-7. Strikes**

26 The National Education Association denounces the practice of keeping schools open during a strike.

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

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

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

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

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

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

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

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BARGAINING ISSUES

F-8. Basic Contract Standards

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

- a. A grievance procedure that terminates with final and binding arbitration
- b. Just cause for any disciplinary action with guaranteed due process through final and binding arbitration and continuation of all employee rights, including full compensation and job security
- c. A seniority list that is updated, published, and distributed annually
- d. Layoff and recall based only on seniority as bargaining unit members, licensure/certification, and, to the extent legally permissible, affirmative action[†]
- e. Employer-paid benefits, including but not limited to comprehensive health, life, dental, vision, and income protection insurance and employee assistance programs, that fully cover bargaining unit members, domestic partners, and their families
- f. Membership in the association or the payment of a fair-share fee as a condition of employment
- g. Required posting of all vacant or newly created positions along with the right of bargaining unit members to apply for these positions
- h. Unassigned preparation, planning, and travel time as applicable for all members of the bargaining unit
- i. Specified class size, teaching load, and job description
- j. A duty-free lunch period of not less than 30 minutes for all members of the bargaining unit
- k. Nondiscriminatory, fair, and equitable treatment of bargaining unit members
- l. Contractually defined procedures for evaluation and promotion
- m. Released time for association business with full pay and benefits
- n. Parental/child rearing leave for employees to provide care for natural or adopted children
- o. Contractually defined procedures for ensuring education employee decision making in curriculum design and related instructional management and reporting systems
- p. Time during the regular work day and work year for education employees to plan, engage in professional development, work on curriculum and assessment, evaluate and document student progress, mentor and be mentored, and provide professional leadership
- q. Salary schedules that are equitable, regardless of the age level of the students being taught, and are based upon preparation, professional growth, and length of service, and that exclude any form of merit pay except in institutions of higher education where it has been bargained
- r. Placement and advancement on the salary schedule based on qualifications and number of years of experience in the profession
- s. Extracurricular and extra-duty assignments filled on a voluntary basis and compensated at no less than the employee's regular rate of pay
- t. Protection from being required to participate in community service
- u. Retirement benefits based on all income derived from school employment
- v. Clearly defined bargaining unit membership
- w. A guaranteed safe and healthy working environment, including a secured/lockable storage space for personal belongings

[†] See the *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly.

- 1 x. The school calendar
- 2 y. Protection from unilateral changes in terms or conditions of employment
- 3 z. Provisions to define class loads, student contact hours, and contract hours for instructors who
- 4 are involved in distance education, and to guarantee that technology and distance education are
- 5 used to supplement, not supplant, employees
- 6 aa. Insurance against loss of personal items located on school property in the event of a natural
- 7 disaster. (1989, 2008)

8 **F-9. Salaries and Other Compensation**

9 The National Education Association believes that salary and other compensation structures for
10 education employees are matters for collective bargaining. The Association also believes that any
11 proposed or legislated salary and other compensation structure should not bypass or undermine the
12 bargaining process or negotiated agreements. The Association further believes that, in nonbargaining
13 jurisdictions, salary schedules should be incorporated into legislation, employer policy, and/or other
14 sources that establish the terms and conditions of employment for education employees.

15 The Association believes that salary schedules should—

- 16 a. Provide for entry-level salaries and career earnings comparable to those of other professions and
- 17 occupations with similar preparation and responsibilities and be structured to provide
- 18 compensation levels that encourage classroom teachers to remain in the classroom and support
- 19 professionals in the educational setting
- 20 b. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and
- 21 full length of service
- 22 c. Assure that initial placement and advancement on the salary schedule are nondiscriminatory
- 23 d. Provide additional compensation for certification from the National Board for Professional
- 24 Teaching Standards as well as other national certifications that meet rigorous and appropriate
- 25 qualifying standards
- 26 e. Provide and maintain structural integrity through the use of an index or percentage guide for
- 27 experience increments and levels of academic preparation
- 28 f. Assure that salary paid for summer employment, continuing education programs, extended
- 29 contracts, conducting employee training or workshops, and extra duty is not less than the rate for
- 30 regular pay
- 31 g. Assure that salaries paid in early childhood, nontraditional, adult, and alternative programs are on
- 32 par with salaries paid in traditional programs and that any personnel serving lower socioeconomic
- 33 groups not be paid less than equivalent educational professionals providing similar service to
- 34 higher socioeconomic groups
- 35 h. Define “salary increase” to mean the exact monetary differential between the existing salary
- 36 schedule and the proposed salary schedule—exclusive of incremental adjustments—and all basic
- 37 benefits
- 38 i. Provide at a minimum a living wage for education support professionals.

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

41 The Association also believes that local affiliates can best promote the economic welfare of all
42 education employees, regardless of source of funding, by following the salary standards developed at the
43 state and national levels.

44 The Association further believes that performance pay schedules, such as merit pay or any other
45 system of compensation based on an evaluation of an education employee’s performance, are
46 inappropriate.

47 The Association believes that its affiliates should seek the repeal of laws limiting maximum salaries
48 and benefits for education employees.

49 The Association also believes that there should be no limit to the number of years of experience an
50 education employee can transfer.

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

F-10. Additional/Enhanced Compensation Models

The National Education Association believes that the single salary schedule is the most transparent and equitable system for compensating education employees. The development of any additional/enhanced compensation system must include authentic representation and agreement from all stakeholders, especially those who will be directly affected by the plan. The design of such a system must be accomplished through the collective bargaining process; or in nonbargaining jurisdictions should be incorporated into legislation, employer policy, and/or other sources that establish the terms and conditions of employment for education employees using input from all affected stakeholders. In nonbargaining units, the plan should be agreed to by a 75% vote of the membership.

The Association also believes that the goals of any additional compensation model should be to—

- a. Increase student learning opportunities
- b. Increase salaries and fairly compensate all education employees
- c. Contribute to improved professional practice, collaboration, and mentoring
- d. Promote quality staff development and training
- e. Attract and retain high-quality education employees
- f. Increase support for public education

The Association further believes that any additional compensation model should—

- a. Be fully funded without reprioritizing existing resources
- b. Be funded in a sustainable manner
- c. Be based on best practice research
- d. Clearly define how one qualifies for the additional compensation
- e. Be accessible, on a voluntary basis, to all education employees
- f. Be maintained with the right to due process
- g. Relate to the school's educational objectives
- h. Provide leadership opportunities for members of all employee groups
- i. Be open to compensation for the acquisition of additional knowledge and skills
- j. Be determined at the local level with involvement of those who will be directly affected

The Association believes that additional/enhanced compensation models should not diminish the professional status of those education employees who do not receive the additional compensation or in any way suggest that such education employees are not qualified for the positions that they hold.

The Association also believes that compensation conditioned on student attendance and/or outcomes (such as test scores) would be inappropriate. Test scores may provide valuable information to teachers and schools that can be used to inform curriculum and instructional decisions.

The Association supports regular employee evaluations to provide information for professional growth, although the highly subjective nature of evaluations makes them inappropriate for additional/enhanced compensation decisions. (2001, 2011)

F-11. Benefits

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

- a. Comprehensive insurance programs
 1. Health
 2. Dental
 3. Vision
 4. Hearing
 5. Life
 6. Legal
 7. Workers' compensation
 8. Long-term physical and mental disability
 9. Prescription drug
- b. Paid leaves
 1. Sick leave with unlimited accumulation
 2. Personal leave with unlimited accumulation

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

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

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

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

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

32 **F-12. Education Professionals Outside the Traditional K–12 Schools**

33 The National Education Association recognizes the contributions of educators who work with
34 students in school settings other than the traditional K–12 schools. The Association believes that these
35 education professionals have the right to collective bargaining processes that are comparable to their K–
36 12 counterparts. The Association also believes that these employees are entitled to equitable contract
37 language that offers the same rights and protections as education employees within traditional K–12
38 school settings. (2007)

39 **F-13. Faculty Reward Structures in Higher Education**

40 The National Education Association believes that the reward structure for an institution of higher
41 education should reflect the mission of the institution. An institution whose mission is teaching
42 undergraduate students should reward good teaching. An institution whose mission is community
43 outreach should reward service. An institution whose mission is basic or applied research should reward
44 good research. The proper balance between teaching, service, and research is contingent upon faculty and
45 administration agreement on the institutional mission of the particular campus. (1995)

46 **F-14. Contingent Faculty and Professional Staff Protection**

47 The National Education Association actively supports creating new full-time faculty positions within
48 colleges, universities, and community colleges, and, in doing so, giving priority to contingent faculty
49 seeking full-time positions. Contingent faculty and professional staff are valuable and, in many cases,
50 necessary to the programs of colleges and universities. Therefore, they should be treated no differently
51 than full-time, tenure-track, or permanent faculty or professional staff for purposes of employment
52 conditions, including eligibility to bargain collectively. However, the excessive use of academic

1 appointments on contingent, temporary, non-tenure track, and/or multiple-year contracts may undermine
2 academic and intellectual freedom, opportunity for tenure, and participation in the governance structure.
3 Institutions fail to fulfill their responsibility to provide adequate working conditions and educational
4 support when contingent faculty have no office space or allowance for office hours and are forced to
5 teach at multiple campuses, thereby undermining educational quality.

6 Equitable treatment of contingent faculty and professional staff must include—

- 7 • Salary and benefits proportionate (pro rata pay and benefits) to their work, including course
8 preparation time, office hours, committee assignments and involvement in shared governance
- 9 • Equal treatment with tenure system faculty regarding issues of resource allocation, including
10 office space, access to phone and computer equipment, library facilities, secretarial support, fee
11 waivers, and required professional development
- 12 • Conversion from contingent positions to full-time tenure positions in programs that need or will
13 benefit from more full-time positions due to growth, reassignment, or retirement. Contingent
14 faculty who have demonstrated competence in the institution through positive evaluations should
15 be offered the opportunity to convert into full-time tenure-track faculty. Additionally, those
16 seeking tenure-track positions should have the opportunity to present their qualifications in a fair
17 and unbiased way for new positions. Institutions in collaboration with exclusive representation or
18 appropriate governance procedures must develop and implement an appropriate evaluation
19 system for contingent faculty to assure consideration for such positions.

20 The Association believes that equitable policies and practices must be in place so that contingent
21 faculty are treated as institutionally supported professionals and can better serve students as an integral
22 and valued part of these institutions of higher education. (2008, 2009)

23 **F-15. Graduate Assistant Protection**

24 The National Education Association believes that graduate assistants employed within higher
25 education institutions are valued employees deserving equitable treatment. Graduate assistants should be
26 entitled to similar rights and access to resources that faculty receive, including but not limited to—

- 27 a. Wages and benefits proportionate to their assigned work including course preparation time,
28 research conducted, office hours, committee appointments, and involvement in governance
- 29 b. Equitable access to resources such as office space, phone usage and computers with Internet
30 access for work purposes, storage space, ability to receive mail, office supplies, educational
31 materials required for classroom instruction and/or research, and printing facilities for work
32 related duties
- 33 c. A fair and transparent evaluation and discipline process as well as a grievance procedure
34 available to faculty and other staff of the employing institution
- 35 d. Access to professional development opportunities.

36 The Association further believes that overreliance on graduate assistants in response to government
37 under-funding and other fiscal crises is detrimental to the institution, the employees, and the students.
38 Therefore, equitable policies and practices must be in place so graduate assistants can function as
39 professionals in institutions of higher education and continue to successfully proceed toward completion
40 of their graduate and postgraduate degrees. (2010)

41 **F-16. Economic Welfare**

42 The National Education Association is opposed to imposition of any controls that place public
43 employees in an inferior economic position, the elimination of programs that guarantee social and
44 economic justice for the American people, and any program that increases unemployment. (1979, 1986)

45 **F-17. Constitutional and Civil Rights—Employment Protection**

46 The National Education Association, recognizing the continuing erosion of civil rights, reaffirms its
47 commitment to protect the rights of all education employees. The Association believes that the
48 constitutional rights guaranteed to all citizens shall not be abridged for public education employees. The
49 Association also believes that all levels of government should monitor and enforce fair employment
50 practice laws. The Association and its affiliates, working with federal, state, and local officials and
51 agencies, shall work to promote enactment of and compliance with such laws and seek to include these
52 rights in contractual agreements.

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

4 **F-18. Continuing Employment and Fair Dismissal Practices**

5 The National Education Association believes that security of position must be provided for all
6 education employees through appropriate employment policies, including fair dismissal procedures. The
7 laws and master contracts governing said procedures must afford all education employees, including
8 probationary and substitute employees, procedural and substantive due process.

9 The Association also believes that state laws must provide for the continuing employment and/or
10 tenure of state and/or local education employees and that federal laws must provide similar protection for
11 education employees in federal schools.

12 The Association further believes that any nonrenewal, revocation, or significant change to the
13 licensure of an education employee should only follow procedural and substantive due process and not be
14 impacted by nonrenewal or termination of specific employment. (1969, 2010)

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

16 The National Education Association believes that one of its basic responsibilities is job security and
17 urges its affiliates to support legislation and/or to negotiate in master contracts criteria to be utilized
18 should reduction in force (RIF) occur. Criteria should include seniority, objectivity, nondiscrimination,
19 uniformity of application, and affirmative action.[†] Should RIF become necessary, the number of
20 administrators, supervisors, and managers should be reduced at least in proportion to the number of other
21 education employees being reduced. Contracts should establish recall procedures in which staff would be
22 recalled in the reverse order in which they were laid off. Neighboring districts are encouraged to establish
23 jointly such procedures that on a regional basis would provide priority hiring of laid-off education
24 employees.

25 The Association also believes that local affiliates should—

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

32 It must be recognized that reduction of supportive staff and special staff and nonreplacement of
33 retiring and other resigning teachers are both forms of reduction in force. (1975, 1997)

34 **F-20. Mandated Training/Retraining**

35 The National Education Association believes that when a federal, state, or district mandate requires
36 an education employee to meet new standards of employability and/or to be retrained, it is the
37 responsibility of the mandating agency to provide released time for training, to compensate the employee
38 at the employee's hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (1988,
39 2005)

40 **F-21. Protection of Education Employees**

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

46 The Association further believes that all education employees working with a student having a record
47 of violent behavior or severe behavior problems should be immediately informed of the nature, extent,
48 and duration of the student's record of violent acts/disruptive behaviors. Before student placement, these

[†] See the *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly.

1 employees should also be provided with teaching strategies that may impact the student’s learning style
2 and a plan for behavior management and modification.

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

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

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

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

15 The National Education Association believes that personnel policies and procedures should be written
16 and developed cooperatively by local affiliates and their local boards of education or appropriate
17 governing bodies. The Association also believes in a cooperative review for improvement of the
18 personnel policies and procedures. Where it exists, improvements will be made through the negotiation
19 process. (1969, 1999)

20 **F-23. Site-Based Decision Making**

21 The National Education Association supports site-based decision-making processes that are based on
22 contractual/formal agreements between districts and local affiliates. The Association believes that the
23 scope of local site-based decision making should be limited only by the contractual/formal agreement.
24 The Association also believes that such agreements must include the following elements:

- 25 a. Voluntary participation by local sites
- 26 b. A district-association structure for processing conflict resolution
- 27 c. An agreement on the scope of decision-making authority available to sites
- 28 d. Decision-making bodies composed of a majority of nonmanagement education employees with
29 all members selected by the constituency represented
- 30 e. Compensated planning and training time for staff and governance bodies as well as additional
31 resources necessary for successful implementation
- 32 f. Compensation and/or released time for participating staff members. (1990, 1999)

33 **F-24. Faculty-Staff Governance in Higher Education**

34 The National Education Association believes that faculty and staff in higher education should
35 participate in the governance of their educational institutions. Higher education faculty should have
36 primary responsibility for determining curricula, methods of instruction, and subject matter; establishing
37 requirements for earning degrees and certificates; reviewing institutional budgets; and making
38 recommendations on financial issues that impact academic programs.

39 Where appropriate, faculty and staff should participate in the selection and evaluation process and
40 determine the status of colleagues and administrators, especially appointments, reappointments, and
41 tenure.

42 The Association also believes it is the primary responsibility of faculty and staff, where appropriate,
43 to establish procedures relative to promotions, sabbaticals, and research support.

44 The Association further believes that collective bargaining provides an additional method of
45 institutional governance. Faculty and staff should determine policies and procedures to govern salary
46 structure, pay increases, benefit programs, calendar, and working conditions. (1994, 2006)

47 **F-25. Job Sharing**

48 The National Education Association supports the concept of voluntary job sharing as a means of
49 providing a flexible employment opportunity to help meet the varying needs of education employees. The
50 Association believes that there must be fair and equitable distribution of work between both job sharers in
51 terms of the total number of hours of work and the work load.

- 1 The Association asserts that job sharing conditions of work must be subject to collective bargaining
2 and that they require the following minimum conditions for successful implementation:
- 3 a. Prorated application of the salary schedule with full recognition of years of experience
 - 4 b. An equitable share of all benefits
 - 5 c. An agency shop provision
 - 6 d. The right to revert to full-time status
 - 7 e. No loss of rights gained through tenure/seniority
 - 8 f. Equitable credit toward seniority/retirement. (1981, 2006)

9 **F-26. Intern Programs**

10 The National Education Association believes that intern programs should be utilized solely for the
11 development of professional expertise and not as a means of reducing budgets and/or supplanting or
12 reducing the number of education employee positions. The Association also believes that interns who are
13 employed by school districts should be included in local bargaining units. (1977, 1999)

14 **F-27. Student Workers in Educational Institutions**

15 The National Education Association recognizes the importance of providing employment
16 opportunities for students in educational institutions. The Association deplors, however, the practice of
17 employing students that results in the reduction of the number of permanent education employees or
18 positions. (1992, 1998)

19 **F-28. Education Support Professionals in the Classroom**

20 The National Education Association believes that classroom teachers should be provided with support
21 staff to assist in the educational process. The education support professionals should assist the classroom
22 teacher, not displace the teacher, and should have a written job description defining their duties.

23 The Association opposes the use of education support professionals to increase class size.
24 (1969,1998)

25 **F-29. Summer School Alternative Calendars, Extended School Day/Year, and 26 Year-Round Schools**

27 The National Education Association believes that local affiliates must participate fully in the design,
28 authorization, implementation, evaluation, and continuation of summer school, alternative calendars,
29 extended school day/year, and year-round school programs. Policies governing these programs must take
30 into consideration the impact on the community and be in accordance with the Association's principles
31 for professional salaries and class size. These programs must be staffed by properly certificated/licensed
32 employees. Employment in these programs must be on a voluntary basis. (1975, 2008)

33 **PROTECTION OF EDUCATION EMPLOYEES**

34 **F-30. Education Employees Injured on the Job**

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

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

40 **F-31. Unemployment/Disability Compensation**

41 The National Education Association supports the inclusion of education employees in unemployment
42 and disability compensation legislation at the state and federal levels. (1972, 1986)

43 **F-32. Subcontracting/Contracting Out**

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

- 1 a. Transfer or displace education employees
- 2 b. Replace full-time positions with temporary, part-time or volunteer workers
- 3 c. Replace services that are, or could feasibly be, provided by public education employees
- 4 d. Abrogate previously contracted benefits, reduce compensation, deny benefits, and/or reduce or
- 5 eliminate accumulated retirement experience and benefits
- 6 e. Have not been agreed to by the affected affiliate.

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

- 13 a. Information collected will not be released to boards of education in a form other than a statement
14 of qualification but be kept by the investigating state or national agency
- 15 b. Every employee or potential employee has a right to due process and access to records
- 16 c. Clear, specific, observable, and objective evidence of rehabilitation for past offenses is included
- 17 d. Any fee for background checks shall not be borne by the employee or potential employee. (1977,
18 2006)

19 **F-33. Confidentiality of Employee Records**

20 The National Education Association believes that all employee records are privileged information and
21 must remain confidential. In order to maintain confidentiality, the rights of education employees must
22 include—

- 23 a. A guarantee that only one personnel file exists
- 24 b. Access to materials in personnel files, including a list of all electronic and hard copy records
25 maintained by an educational institution
- 26 c. The authority to inspect, review, and obtain copies of such records, explanations and
27 interpretations of such records, and a record of past access
- 28 d. Written notification within 10 working days of any placement of materials in the employee's
29 personnel file
- 30 e. An opportunity to respond to and challenge any materials and purge those that are inaccurate,
31 misleading, and distorted
- 32 f. A provision to consent to or deny release of such records, including the right to receive copies of
33 released materials.

34 The Association also believes that any ancillary records, such as medical and legal records, with
35 which the educational institution may come in contact, are to be treated as privileged information and
36 must also remain confidential.

37 The Association further believes that it is the duty of the educational institution to inform employees
38 of these rights and to enforce these rights. (1975, 2007)

39 **F-34. Right to Privacy for Education Employees**

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

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

49 The Association also believes that fingerprinting is acceptable only for the purpose of a pre-
50 employment or pre-licensure check for criminal records that are pertinent to education employment. The
51 Association opposes fingerprinting as a condition of continued employment or licensure. The Association
52 further believes that all costs of fingerprinting must be borne by the employer or licensing agency. (1999,
53 2012)

1 **F-35. Privileged Communications**

2 The National Education Association believes that communications between all education employees
3 and students must be legally privileged. The Association also believes that communication between
4 administrators and other education employees must be kept private without the consent of the affected
5 employee. The Association urges its affiliates to aid in seeking legislation that provides this privilege and
6 protects both education employees and students. (1974, 1996)

7 **F-36. Protection of Education Employee Advocates**

8 The National Education Association believes that education employees have the right to organize and
9 to serve as advocates for education employees, students, and parents/guardians. The Association also
10 believes that every member has the right and obligation to participate in the Association without fear,
11 intimidation, or retribution.

12 The Association further believes that governing boards, administrators, and public officials must
13 respect education employees and their right to exercise constitutional guarantees and condemns those who
14 attempt to fire, demote, transfer, or give punitive assignments to education employees for their leadership
15 in education employee organizations or for questioning apparent violations of their terms of employment.

16 The Association believes that school board policies should allow the provision of released time
17 without loss of pay for those who are fulfilling leadership responsibilities, attending meetings, appearing
18 in court in their roles as advocates, or participating in other Association activities. The Association also
19 believes that, for conducting association business, its affiliates should be allowed to use school property
20 without censorship, restraint, or other interference. (1976, 2000)

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

22 The National Education Association believes that education employees should be protected from
23 workplace bullying. Bullying creates an unhealthy and unprofessional power imbalance between bully
24 and target. The Association encourages its affiliates to work with school districts and institutions of
25 higher education to discipline an administrator, teacher, or staff member who engages in any form of
26 workplace bullying.

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

- 28 a. Systematic aggressive communication
- 29 b. Manipulation of work assignments
- 30 c. Repeated, health-harming mistreatment
- 31 d. Verbal abuse
- 32 e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging. (2011)

33 **F-38. Protection of Education Employees from Age Harassment**

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

- 37 a. Establish strong policies that grant those at or approaching retirement age freedom in their
38 options to continue education employment or to retire
- 39 b. Develop educational programs to help individuals recognize, understand, prevent, and combat
40 harassment because of age
- 41 c. Develop and publicize a grievance procedure that encourages the reporting of incidents of
42 harassment because of age, resolves complaints promptly, and protects the rights of all parties.
43 (1989, 1997)

44 **F-39. Protection of Education Employees from Harassment Because of a
45 Disability**

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

- 49 a. Establish strong policies that ensure compliance with all provisions of the Americans with
50 Disabilities Act (ADA) and provide all necessary accommodation for full participation in all
51 employment responsibilities

- 1 b. Develop educational programs to help individuals recognize, understand, prevent, and combat
- 2 harassment because of a disability
- 3 c. Develop and publicize a grievance procedure that encourages the reporting of incidents of
- 4 harassment because of a disability, resolves complaints promptly, and protects the rights of all
- 5 parties
- 6 d. Provide information regarding services available to protect individuals whose employers are not
- 7 in compliance with ADA. (2005, 2009)

8 **F-40. Employee Rights Pending Court Action**

9 The National Education Association believes that when criminal charges or civil lawsuits are filed
10 against an education employee, the right of due process must be guaranteed. If an employee is removed
11 from student contact or suspended from a position due to pending court action, all employment rights of
12 the employee shall remain in force, including full compensation and job security. Contract provisions
13 should provide procedures to be followed until final disposition of the case. (1984, 1999)

14 **F-41. Allegations Against Education Employees**

15 The National Education Association believes education employees should be protected from
16 allegations of child abuse made in bad faith.

17 Any such allegation should be investigated and resolved immediately. The name of the employee
18 should not be publicly revealed until and unless there is a finding of guilt.

19 Counseling from an outside community agency should be provided for any education employee
20 accused of child abuse, with emphasis upon the fact that such referral does not presume guilt. Additional
21 counseling should be available for the innocent employee after the case is decided.

22 The Association also believes in procedural and substantive due process for education employees
23 accused of child abuse including a mechanism whereby false or unfounded accusations can be expunged
24 from all records, and supports restoration of job status and all rights and benefits to education employees
25 who are acquitted of child abuse charges. Consequences should be limited to those individuals found
26 guilty. The Association further believes all members should be knowledgeable of current practices in
27 dealing with such allegations. (1989, 2012)

28 **F-42. Health Examinations**

29 The National Education Association opposes the imposition of physical and mental examinations by
30 governing boards for the purpose of harassment of education employees.

31 Physical and mental examinations of education employees should be required only when there is
32 probable cause. Results of such examinations shall be subject to medical confidentiality, and the
33 education employee shall be informed of all results.

34 The Association believes that health-related information must not be released without the written
35 consent of the employee. The employee must have the right to examine and, if needed, correct his/her
36 medical records.

37 The Association also believes that the cost of any required physical or mental diagnostic procedure
38 should be incurred by the agency that requires such procedure and that education employees should be
39 guaranteed the right to select their own physician. (1977, 1995)

40 **F-43. Drug and Alcohol Testing**

41 The National Education Association believes in a drug- and alcohol-free workplace. However, the
42 Association believes that mandatory and/or random drug and alcohol testing of employees and job
43 applicants is an unwarranted and unconstitutional invasion of privacy and opposes such testing. (1987,
44 1994)

45 **F-44. HIV/AIDS Testing of Education Employees**

46 The National Education Association opposes mandatory/involuntary human immunodeficiency
47 virus/acquired immunodeficiency syndrome (HIV/AIDS) testing of education employees or education
48 employment applicants. (1987, 1993)

1 **F-45. Employees with HIV/AIDS**

2 The National Education Association believes that education employees shall not be fired,
3 nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment
4 action solely because they have tested positive for the human immunodeficiency virus/acquired
5 immunodeficiency syndrome (HIV/AIDS) antibody or have been diagnosed as having HIV/AIDS. (1987,
6 1993)

7 **F-46. Hepatitis Vaccinations**

8 The National Education Association believes that governing boards should provide free hepatitis
9 vaccinations to all employees choosing to be or required to be vaccinated. (1995, 2002)

10 **F-47. Health Care Issues Awareness**

11 The National Education Association supports health care issues awareness programs designed to help
12 those coping with catastrophic illnesses. The Association also supports efforts to educate students,
13 education employees, and the general public about such programs and about the benefits of blood, organ,
14 and tissue donation. (1995, 2002)

15 **F-48. Color Vision Deficient Employees**

16 The National Education Association believes that the needs of all employees, including color vision
17 deficient employees, must be met. All educational materials that use color coding for referencing
18 information should be accompanied by an alternate method of identifying these items of information such
19 as numbering or labeling the names of each color. (2004, 2005)

20 **F-49. Stress Management and Wellness Programs**

21 The National Education Association believes that adverse and stressful classroom and school
22 conditions have led to increased emotional and physical disabilities among education employees. The
23 Association supports stress management and wellness programs that facilitate the recognition, prevention,
24 and treatment of stress-related problems, and promote physical fitness. Such programs should ensure
25 confidentiality and treatment without personal jeopardy.

26 The Association urges that the harmful effects of stress on education employees be recognized and
27 demands procedures that will ensure confidentiality and treatment without personal jeopardy.

28 The Association also supports employee assistance programs (EAPs) as a voluntary resource that
29 would assist education employees who are experiencing significant professional or personal problems by
30 providing confidential, professional counseling leading to improved health and job effectiveness. (1979,
31 2012)

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

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

- 39 a. Only licensed medical personnel, properly trained by the district, be required to administer such
40 medication or perform such medical services
- 41 b. A physician's written verification of the student's need for medication or services be required
- 42 c. Written permission of the parent/guardian be required
- 43 d. The initial dosage of medication not be given in the school except in life-threatening situations.
44 Initial dosage is the first dosage administered from the prescription
- 45 e. Each medication given be recorded on a medication log that includes date, time, and signature of
46 the person giving the medication
- 47 f. Medication be delivered in and dispensed from a container properly labeled with the name and
48 strength of medication, name of patient, name of physician, date of the original prescription, and
49 directions for use
- 50 g. Proper storage for the medication be available.

1 The Association believes that education employees who are not licensed medical personnel should be
2 protected from all liability if they are required to administer medication or perform medical services. The
3 Association also believes that such education employees should have the right to refuse to administer
4 medication or perform medical services without fear of repercussion. (1977, 2008)

5 **F-51. School Nurses**

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

11 The Association believes that professional development programs should be available to all
12 licensed/certified school nurses to augment their skills in delivering health care services and in dealing
13 with students with disabilities. (1980, 2006)

14 **F-52. Save Harmless/Education Employee Liability**

15 The National Education Association believes that educational institutions should—

- 16 a. Provide legal liability protection for education employees when their duties include physical
17 assistance to students
- 18 b. Pay all costs—including attorneys' fees, expenses, and damages—incurred by employees and
19 other agents in defending any civil action arising out of acts or omissions occurring during the
20 performance of their duties
- 21 c. Reimburse employees and other agents for all costs incurred in defending any criminal action
22 arising out of acts or omissions occurring during the performance of their duties, provided that
23 said action terminates in favor of the accused.

24 The Association recommends that educational institutions attempt to secure appropriate insurance to
25 provide the aforesaid payment and reimbursement. (1976, 2001)

26 **F-53. Protection of Individuals in Clinical Practice Programs**

27 The National Education Association believes that individuals participating in clinical practice
28 programs should be provided with legal status and liability protection by the appropriate teacher
29 preparation institution.

30 The Association also believes that higher education institutions and cooperating school districts
31 should supply any and all instructional materials that student teachers would require during their student
32 teaching terms. Students who are implicitly or explicitly discouraged from outside employment during
33 their clinical practice experiences should be provided financial assistance or tuition waivers by the
34 appropriate teacher preparation institution.

35 The Association encourages its affiliates to work with school districts and other appropriate bodies to
36 formulate standards for clinical practice programs. Supervising or cooperating teachers in a clinical
37 practice program should have reduced teaching loads and be given a minimum established compensation.
38 Acceptance of student teachers, interns, or residents by pre-K through adult education classroom
39 practitioners should be voluntary.

40 The recommendation of the supervising or cooperating classroom teachers in such a program shall
41 weigh heavily in the final decision regarding readiness to enter the teaching profession. Teacher
42 preparation programs should offer alternative placements for individuals in those programs in the event of
43 a strike or other work stoppage. (1970, 1999)

44 **F-54. Transportation Liability Insurance**

45 The National Education Association urges its affiliates to seek the enactment of state and local
46 legislation that would require school systems and educational institutions to provide and to incur the
47 expense of transportation liability insurance for education employees who are requested or required to
48 transport students by private vehicle for any school-related function. (1978, 1995)

1 **F-55. Part-Time or Temporary Education Employees**

2 The National Education Association believes that the increased use and/or abuse of part-time
3 education employees threatens the academic integrity of the institution.

4 The Association also believes that part-time education employees should be employed only when an
5 educational program requires specialized training or expertise not available among full-time education
6 employees and when the need for such training and expertise warrants less than full-time employment.

7 The Association further believes that part-time education employees should receive the same salary
8 and benefits as full-time education employees at least prorated according to workload. Part-time
9 education employees should have the same opportunities to participate in collective bargaining, training,
10 service on committees, and setting the academic direction of the educational institution.

11 The Association deplors the practice of employing part-time or temporary employees for the purpose
12 of reducing institutional budgets, reducing the number of full-time education employee positions, or
13 avoiding the maintenance of an increase in the number of tenure track positions. (1976, 1999)

14 **F-56. Volunteers in Public Schools**

15 The National Education Association believes that parents/guardians and other community volunteers
16 have a valuable role to play within the public schools. The proper use of volunteers is essential for the
17 preservation of quality educational programs for children. Volunteers should be appropriately screened
18 and trained, as determined by the needs of the local school system and by state statutes. The screening
19 should be for the sole purpose of eliminating volunteers who are convicted felons, child abusers, or sex
20 offenders. Training should include, but not be limited to, the development of age-appropriate activities
21 and sensitivity to diversity issues.

22 The Association deplors the practice of using volunteer workers for the purposes of reducing
23 instructional budgets or the number of full- or part-time education employee positions within a local
24 school system.

25 The Association also believes that education employees should be involved in the decision-making
26 process regarding the utilization of volunteers within local school systems. (1998, 2000)

27 **F-57. Substitute Teachers**

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

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

- 34 a. Meet the same standards as other licensed teachers within the state
- 35 b. Receive professional compensation and benefits
- 36 c. Receive continuous professional development
- 37 d. Be provided with materials and information appropriate to the position in which they are
38 substituting, including any special needs of the students.
- 39 e. Be entitled to representation and/or support by local, state, and national affiliates in collective
40 bargaining.

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

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

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

1 **F-58. Substitute Education Support Professionals**

2 The National Education Association recognizes the importance of substitute education support
3 professionals in the maintenance and continuity of daily operations. The Association believes that an
4 education support substitute must meet the same standards as the employee for whom he/she substitutes.

5 The Association supports the right of substitute employees to organize for collective bargaining
6 purposes. The Association also supports the practice of providing schedule pay plus benefits for education
7 support professionals substituting for permanent education support professionals on extended leave.
8 (1992, 2008)

9 **F-59. Education Employees and Active Duty Service**

10 The National Education Association believes that an education employee whose career is interrupted
11 by a call to active duty service by the National Guard or the reserves should be guaranteed reemployment
12 and all benefits that would accrue if the employee had continued in a position with the school system.

13 The Association also believes that the federal government, upon calling an educator to active duty,
14 should supplement the service person's compensation so his/her family does not experience a loss of
15 revenue or benefits. (1975, 2005)

16 **F-60. Employment in Federal Schools**

17 The National Education Association believes that the federal schools should adopt employment
18 practices consistent with federal legislation and with the Association's established policies.

19 The Association also believes that equal rights, benefits, and entitlements should be accorded to all
20 education employees who are employed in federal schools.

21 The Association urges governing bodies of federal schools to develop policies that ensure a minimum
22 of 120 days notification of military installation and federal school closures. The Association also urges
23 that personnel affected by these closures be provided support by the employer during this transition
24 period. (1971, 1999)

25 **F-61. Education in Correctional and Rehabilitation Agencies**

26 The National Education Association believes that legislative and professional support should be given
27 to members who teach in federal, state, and local correctional and rehabilitation institutions, hospitals, and
28 other custodial agencies. The Association supports improving the standards of instruction in these
29 institutions, which includes providing appropriately certified education professionals to carry out plans
30 for students with individualized education programs (IEPs) or 504 plans.

31 The Association also believes that the rights of individuals who are protected under the provisions of
32 the Individuals with Disabilities Education Act and Americans with Disabilities Act must be preserved.
33 (1973, 2007)

34 **RETIREMENT/SOCIAL SECURITY**

35 **F-62. Retirement**

36 The National Education Association believes that the retirement security of all pre-K through 12
37 members of retirement systems can be assured only by participation in a state or local retirement system
38 with a guaranteed and adequate defined benefit retirement plan. Such plans must be funded in a manner
39 that assures the long-term stability of the plan. For pre-K through 12 members of retirement systems,
40 defined contribution provisions are appropriate only where they supplement adequate defined benefit
41 provisions.

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

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

- 1 The Association further believes retirement benefits should, at a minimum, include—
- 2 a. Full vesting in no more than 5 years
 - 3 b. An initial benefit constituting a replacement income of 50 percent of the single highest year's
 - 4 salary from all sources after 20 years of creditable service and 75 percent after 30 years of
 - 5 creditable service; this benefit calculation equates to a basic benefit formula multiplier of 2.5
 - 6 percent for all creditable years of service
 - 7 c. Benefits based upon unisex mortality tables
 - 8 d. Automatic pre-funded full cost-of-living pension increases for retirees and beneficiaries
 - 9 e. Normal retirement eligibility, including health benefits, with 25 creditable years of service or at
 - 10 age 55 if fully vested
 - 11 f. No provisions in core plans to reduce benefits because of the existence of any annuity or
 - 12 retirement benefit source including Social Security; supplemental retirement plans designed to
 - 13 provide a leveling benefit must assure a level lifetime replacement income that significantly
 - 14 augments existing benefits of all members over time
 - 15 g. Benefits that comply with nondiscriminatory Internal Revenue Service rules and regulations
 - 16 h. Joint survivor benefits should be equally available for spouses and domestic partners; joint
 - 17 survivor benefits for any other person should be available based upon IRS guidelines
 - 18 i. Disability or death benefits that should be equally available for spouses, dependants, and
 - 19 domestic partners
 - 20 j. Provisions that define a full year of creditable service based upon working 80 percent or more of
 - 21 the contract year or 80 percent or more of the hours constituting a full year; partial year credit
 - 22 should be earned on a pro-rated basis for any service less than the minimum required to obtain a
 - 23 full year of creditable service
 - 24 k. Provisions for the option of allowing unused sick leave and other end of service payments to be
 - 25 used for retirement credit
 - 26 l. Provisions permitting the purchase of service credit earned while a member of another retirement
 - 27 system including any other public school district, Department of Defense Education Activity
 - 28 (DoDEA) schools or while in the Peace Corps, Volunteers in Service to America (VISTA), or
 - 29 military service
 - 30 m. Provisions permitting the purchase of service credit for sabbatical leaves,
 - 31 maternity/paternity/adoption leaves where credit is not automatically given, and any other
 - 32 approved leaves of absence; members affected by any forced leave provisions or separation of
 - 33 service provisions that are unlawful under current law should be permitted to purchase service
 - 34 credit for those periods of leave or separations at any time prior to retirement at the lowest plan
 - 35 rate
 - 36 n. Provisions for, upon termination of employment, the portability to other qualified pension plans
 - 37 of the full actuarial value of retirement credits earned
 - 38 o. Disability retirement for a service-connected disability available to education employees from the
 - 39 first day of employment; nonservice connected disability retirement shall be available for fully
 - 40 vested members; the benefit formula for disability retirement should yield benefits comparable to
 - 41 normal retirement benefits
 - 42 p. Provisions for any tax-sheltered annuity and deferred compensation plans that have actuarial
 - 43 tables that do not discriminate on the basis of race, gender, or national origin
 - 44 q. Provisions for health benefits for retirees, their spouses, domestic partners, and/or dependents that
 - 45 include a fully paid comprehensive health insurance plan regardless of Medicare eligibility; these
 - 46 benefits should be at least equal to those offered to full-time employees; those eligible for
 - 47 Medicare should be covered by a fully paid comprehensive Medicare supplement insurance
 - 48 benefit that along with Medicare equals the benefits provided to full-time employees.
- 49 The Association believes that boards of trustees should—
- 50 a. Consist of active members who are all elected by and from their plan's active membership and
 - 51 retired members who are all elected by and from their plan's retired membership; the total
 - 52 number of active and retired member trustees should constitute a majority of the board
 - 53 b. Administer the plan for the exclusive benefit of the beneficiaries of the system
 - 54 c. Have the duty and authority to oversee the administration of both benefits and investments

- d. Subject to their fiduciary responsibilities, have all the powers necessary to ensure their independence from the plan sponsor, including the power to obtain by employment or contract the services necessary to exercise the trustees' powers and perform the trustees' duties, including actuarial, auditing, custodial, investment, and legal services
- e. Undertake periodic independent actuarial reviews and audits
- f. Distribute an annual financial statement to all members
- g. Use actuarial and investment policies with the highest level of fiscal integrity
- h. Ensure that counseling, education, and services are available to all active and retired members
- i. Recognize that, in their role as fiduciaries, they can identify and participate in appropriate educational programs and initiatives in order to acquire/maintain skills and expertise; these educational programs should be internally funded and managed exclusively by the board of trustees
- j. Protect the systems' stability by opposing any actions that impair or jeopardize the guaranteed rights of plan participants' benefits.

The Association also believes that—

- a. Contributions made by employees to the pension plan should be federal tax deferred and not subject to FICA taxes
- b. Contributions made by employers to the pension plan should not be subject to FICA taxes
- c. Benefits paid should not be subject to any state's income tax
- d. Benefits paid should not be offset due to eligibility in multiple retirement programs
- e. Contributions from both employees and employers should be remitted in a timely fashion in accordance with state statutes
- f. Districts and charter schools should make biannual summary reports of retirement contribution remittances. (1969, 2009)

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

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

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

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

1 education. The Association further believes that the boards of trustees of public employee retirement
2 systems should coordinate their voting in companies in which they have a mutual interest.

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

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

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

22 **F-64. Social Security**

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

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

32 The Association opposes—

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

39 The Association supports the availability of voluntary Social Security coverage to eligible school
40 employee groups, where initiated by those groups, in states and localities in which public employees are
41 not covered by Social Security. (1977, 2011)

42 **F-65. Medicare**

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

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

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

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1 **G. SECURE PROFESSIONAL AUTONOMY**

2 **PROFESSIONAL STANDARDS, CERTIFICATION, LICENSURE**

3 **G-1. State Professional Standards Boards**

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

8 Professional standards boards should have exclusive authority to license and to determine criteria for
9 how a national certificate will be recognized for professional educators. Further, these boards should have
10 the exclusive authority to establish the standards regarding licensure, including procedures for suspension
11 and revocation. The Association opposes legislation that compromises the authority of state standards
12 boards and urges the elimination of state statutes that conflict with this authority. The Association further
13 believes that these boards must apply National Council for Accreditation of Teacher Education (NCATE)
14 standards as a minimum for granting, denying, or withdrawing the approval of teacher preparation
15 programs. (1969, 2010)

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

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

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

25 The Association also supports the periodic evaluation of such certification procedures to ascertain
26 whether cultural, economic, gender, racial, or age bias is perpetuated by the requirements for certification.
27 (1987, 1998)

28 **G-3. Licensure**

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

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

37 For every candidate, including those entering via alternative routes, teacher licensure programs must
38 be equal in rigor and focus and be based upon these quality teaching standards in order to prepare
39 candidates for the initial teaching license.

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

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

45 The Association asserts that a teaching license should signify that an individual entering the teaching
46 profession is competent to teach. A teaching license must be recognized as the primary requirement for
47 employment in every primary, secondary, and adult education public and private school. The Association
48 believes that all states should offer appropriate pre-K licensure. No license should be issued unless an
49 individual possesses the entry-level knowledge and skills required for teaching. No emergency licenses

1 should be issued. No assignments should be permitted outside the teacher’s area of licensure without
2 appropriate concurrent retraining supported by the local district.

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

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

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

12 The Association also supports the periodic evaluation of licensure procedures to ensure that cultural,
13 economic, gender, racial, and age biases are not perpetuated by the requirements for licensure. (1985,
14 2010)

15 **G-4. Other National Professional Certifications**

16 The National Education Association supports voluntary national certification for all education
17 employees from professional organizations that establish appropriate assessment and qualification
18 standards. (2010)

19 **ACCREDITATION**

20 **G-5. Accreditation in Higher Education**

21 The National Education Association supports strong regional, state, national, and discipline-based
22 accrediting bodies that promote and encourage faculty participation in the accrediting process. The
23 Association believes that programs, faculties, administrations, and facilities should be reviewed to
24 determine their ability to enhance learning opportunities for students. The Association also believes that
25 accrediting agencies should not impose standardized curricula, assessment models, or pedagogical
26 methods on institutions of higher education but rather should base accreditation on standards as applied to
27 the institutional mission statement. (1995, 1998)

28 **G-6. Accreditation of Teacher Preparation Institutions**

29 The National Education Association believes that teacher preparation programs must be approved at
30 two levels: at the state level through an agency such as a professional standards board and at the national
31 level through the National Council for Accreditation of Teacher Education (NCATE).

32 The Association also believes that NCATE and its governing boards must include representatives of
33 all levels of the teaching profession as well as students preparing to teach. (1969, 2000)
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36 **H. UNITE EDUCATION EMPLOYEES FOR EFFECTIVE CITIZENSHIP**

37 **CITIZENSHIP RIGHTS**

38 **H-1. The Education Employee as a Citizen**

39 The National Education Association believes that every education employee has the right and
40 obligation to be an informed and politically active citizen. The Association also believes that, as private
41 citizens, education employees have the right to express their personal viewpoints in public without fear of
42 censorship or intimidation. The Association supports voter education to alert voters to voting laws and
43 procedures and key political issues. The Association also supports written governing board policies to
44 guarantee education employees their political rights. The Association further believes that local
45 government units should be prevented from restricting the right of education employees to run for any
46 elective office. Provisions should be made to enable education employees to serve in public office without

1 curtailment of annual increments, tenure, retirement, or seniority rights, or to carry out jury duty without
2 personal financial loss.

3 The Association believes that it is the duty and responsibility of education employees to involve
4 themselves in the selection, election, and reelection of qualified, committed candidates who support goals
5 that will provide quality education. Therefore, the Association urges its members to become politically
6 involved and to support the political action committees of the Association and its affiliates. (1969, 1997)

7 **H-2. The Right To Know**

8 The National Education Association believes that open meeting and public disclosure laws are
9 essential to permit the monitoring of governmental actions. (1972, 1997)

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

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

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

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

19 The Association opposes all actions that encourage or result in voter disenfranchisement. The
20 Association supports voter education programs and uniform registration requirements without restrictive
21 residency provisions or restrictive identification requirements. (1971, 2006)

22 **H-4. U.S. Constitutional Convention**

23 The National Education Association believes that the U.S. Constitution safeguards freedoms
24 fundamental to our society. The Association also believes that all proposed changes to the Constitution
25 should be directed through the traditional congressional proposal and state ratification process rather than
26 through the convening of a constitutional convention, which opens the Constitution to the possibility of
27 total revision. (1982, 1997)

28 **H-5. Member Involvement in Community Organizations**

29 The National Education Association encourages its members to become involved in citizen-based
30 community organizations and to influence those organizations to address issues of common concern to
31 their local, state, and national education associations. (1992)

32 **H-6. Participation in Professional Associations**

33 The National Education Association believes that every education employee has the right and
34 obligation to participate fully in professional associations. Policies adopted by governing boards should
35 provide released time without loss of pay to education employee fulfilling leadership responsibilities or
36 attending professional meetings. Released time should be equitably provided to all education employees,
37 without harassment and without preference given to educational position. (1986, 1997)

38 **H-7. National Health Care Policy**

39 The National Education Association believes that affordable, comprehensive health care, including
40 prescription drug coverage, is the right of every resident.

41 The Association supports the adoption of a single-payer health care plan for all residents of the
42 United States, its territories, and the Commonwealth of Puerto Rico.

43 The Association will support health care reform measures that move the United States closer to this
44 goal and that achieve universal and comprehensive health care coverage, control costs while assuring
45 quality, emphasize prevention of health care problems, and are financed by means that assure greater
46 equity in the funding of that health care.

47 The Association also believes that until a single-payer health care plan is adopted, Congress should
48 make no cuts in Medicare/Medicaid benefit levels or in federal funding of the Medicare/Medicaid
49 program. (1978, 2003)

1 **H-8. Energy Programs**

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

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

11 **H-9. Environmental Responsibility**

12 The National Education Association believes that businesses and governmental agencies should be
13 responsible for designing, producing, and using products that are reusable, recyclable, biodegradable, or
14 disposable without contaminating the environment.

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

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

20 **H-10. Historic Preservation**

21 The National Education Association encourages the preservation of historically significant lands and
22 structures for the purposes of preserving our nation’s heritage and maintaining important historic
23 resources for future generations. (1990, 1994)

24 **H-11. Statehood for the District of Columbia**

25 The National Education Association affirms that all citizens of the United States should enjoy the full
26 benefits of citizenship. Accordingly, the Association supports efforts to achieve statehood for the District
27 of Columbia.

28 The Association believes that the concept of fiscal autonomy is consistent with this position and that
29 the federal payment to the District of Columbia should be based on an established formula. (1969, 1997)

32 **I. PROMOTE AND PROTECT HUMAN AND CIVIL RIGHTS**

33 **INTERNATIONAL RIGHTS**

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

35 The National Education Association recognizes the interdependence of all people. The Association
36 believes in the ideals of peace, freedom, and human dignity based upon respect for the individual and
37 cultural diversity. The Association urges all nations to develop treaties and disarmament agreements that
38 reduce the possibility of war, provide for the peaceful resolution of conflicts, and guarantee the rights of
39 nations to exist within safe and secure borders, free from the threat of pre-emptive attacks. The
40 Association also believes that such treaties and agreements should prevent the placement of weapons in
41 outer space.

42 The Association supports the principles stated in the United Nations (UN) Charter and believes that
43 the UN furthers world peace and promotes the rights of all people by preventing war, racism, and
44 genocide. The Association further believes that Education International contributes to peace and
45 international relations by promoting dialogue among the world’s education employees.

46 The Association supports the U.S. Institute of Peace, which provides publications, information,
47 programs, training, and research data in developing peacemaking and conflict resolution skills. (1973,
48 2006)

I-2. International Court of Justice

The National Education Association believes in the concept of the rule of law throughout the world and recognizes that the International Court of Justice is one instrument to resolve international disputes peacefully.

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

I-3. International Criminal Court

The National Education Association believes that the International Criminal Court is critically important as an instrument to help end the impunity of human rights violators, provide for the rule of law, and hold accountable those who commit the gravest human rights crimes, including genocide, crimes against humanity, and war crimes.

The Association also believes that the United States should ratify the Rome Statute of the International Criminal Court and recognize and support its authority and jurisdiction. (2005)

I-4. World Hunger

The National Education Association believes that worldwide attention needs to be focused on hunger and malnutrition. The Association supports continued relief to those in need as well as the education of children, youth, and adults concerning world hunger and its effects so that they may develop the capacity and the commitment to resolve these problems. (1975, 1989)

I-5. Covert Operations and Counterintelligence Activities

The National Education Association believes that U.S. covert operations and counterintelligence activities should be compatible with the basic principles of our democratic society.

The Association also believes that all such activities should be conducted under the jurisdiction of the executive and legislative branches of our government and that individuals must be held accountable when they work outside of the specific directives issued for a given operation. (1989)

I-6. Nuclear Freeze/Cessation

The National Education Association believes that nuclear war is not survivable. The proliferation of weapons technology and the sale and distribution of conventional and nuclear weapons increase the possibility of nuclear war.

The Association also believes the United States and all other nations should adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, sale, distribution, and deployment of nuclear weapons, materials, and all systems designed to deliver nuclear weapons. The Association supports the development of treaties for the cessation of all nuclear weapons testing, providing they contain adequate verification and enforcement provisions. The Association also supports the development of treaties to eliminate the world's nuclear weapons arsenals. (1982, 2000)

I-7. Nuclear Facilities, Radioactive/Chemical Pollutants, and Waste Incineration

The National Education Association believes that strict monitoring of nuclear facilities and radioactive/chemical pollutants and waste incineration should be required. The Association urges the development and implementation of new technologies for the safe transport and recycling of all wastes.

The Association supports programs that would educate the public to the dangers and benefits of nuclear power, recycling of nuclear wastes, problems of nuclear waste disposal, and health risks associated with waste incineration.

The Association also believes that the people of a state should make the final determination as to whether or not toxic and/or nuclear waste processing sites or the transportation of nuclear waste shall be within their state boundaries. Contiguous states directly affected environmentally by processing sites should be included in the final determination. Strict guidelines concerning the construction and operation of waste incinerators should be required. The Association further believes that such facilities should not be constructed within a 10-mile radius of any school facility.

The Association believes that education employees must be involved in the development and dissemination of emergency plans in the case of accidents that could result in environmental and/or health hazards. (1989, 2009)

1 **I-8. Sustainability**

2 The National Education Association believes that sustainability is the understanding of the
3 connections between, and achieving balance among, the economic, social, and environmental aspects of a
4 community, and that sustainability requires assessing entire systems and recognizing how they must
5 operate in order to preserve the natural systems that support our life on earth.

6 The Association also believes that sustainability is related to the quality of life in a community and
7 whether the economic, social, and environmental systems that make up a community are providing a
8 healthy, productive, and meaningful life for all community residents, present and future.

9 The Association further believes that establishing, tracking, and managing sustainability goals will
10 ensure continuous progress toward sustainability, and that sustainable practices are cost-effective, provide
11 a workforce that understands sustainability, build stronger communities, support local economies, protect
12 student and staff health, support academic success, prepare today’s students to be wise leaders tomorrow,
13 and protect our ecosystems. (2008, 2010)

14 **I-9. Global Climate Change**

15 The National Education Association believes that global climate change causes significant
16 measurable damage to the earth and its inhabitants.

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

19 The Association supports environmentally sound practices that abate global climate change and its
20 effects. (2007, 2008)

21 **I-10. Global Environmental Restoration**

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

26 **I-11. International Consumer Protection**

27 The National Education Association believes that products sold and/or advertised abroad by U.S.-
28 based companies must at least meet the consumer, health, and safety standards that are required for trade
29 within the United States.

30 Furthermore, the Association opposes coercing other nations to accept U.S. products that do not meet
31 those nations’ consumer, health, and safety standards or practices. (1990)

32 **HUMAN AND CIVIL RIGHTS**

33 **I-12. Human Rights**

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

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

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

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

49 The Association deplors the holding of hostages, all forms of torture, and the taking of human life in
50 the name of making a political statement. The Association believes that it is the responsibility of all

1 governments to discourage such actions by individuals or groups of individuals. The Association supports
2 an international judicial system that would hold accountable those who violate human rights.

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

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

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

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

17 **I-13. Civil Rights**

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

28 The Association opposes any federal, state, or local law; executive order or presidential signing
29 statement; and/or amendment to the U.S. or state constitutions that curtail basic civil rights including the
30 right to habeas corpus. (1969, 2008)

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

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

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

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

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

49 The Association also opposes the imposition of the death penalty or life imprisonment without parole
50 on individuals whose offenses were committed prior to age 18. The Association further condemns the
51 practice of placing children and youth in trouble in abusive environments. The Association further
52 opposes the placement of children and youth who are not charged with any offense in facilities with
53 persons who are charged with criminal offenses. The Association believes that there must be separate

1 facilities for the detention and for the incarceration of children and youth and supports the development of
2 alternatives to supplement the use of such facilities. (1988, 2008)

3 **I-15. Human Trafficking**

4 The National Education Association is committed to the abolition of all forms of human trafficking.
5 Human trafficking is the acquisition of people by improper means such as force, fraud, or deception, with
6 the aim of exploiting them as defined by the United Nations Convention of Human Trafficking and
7 Migrant Smuggling. (2010)

8 **I-16. Self-Determination of Indigenous People**

9 The National Education Association recognizes that American Indians and Alaska Natives are
10 sovereign nations with the rights of self-determination and supports Native Hawaiians in reclaiming their
11 rights of self-determination and sovereignty.

12 The Association also recognizes that sovereignty includes the right to provide for culturally
13 appropriate education of American Indians, Alaska Natives, and Native Hawaiians. (2007)

14 **I-17. Family Planning**

15 The National Education Association supports family planning, including the right to reproductive
16 freedom.

17 The Association urges the government to give high priority to making available all methods of family
18 planning to women and men unable to take advantage of private facilities.

19 The Association also urges the implementation of community-operated, school-based family planning
20 clinics that will provide intensive counseling by trained personnel. (1985, 1986)

21 **I-18. The Right To Organize**

22 The National Education Association believes that all people have the right to organize in order to
23 achieve an improvement of their living conditions through their own free and independent unions and
24 organizations. The Association urges that this right be advocated where it is now abused or denied and
25 strengthened where it is now secured.

26 The Association deplores anti-union activities by business interests, school districts, and government
27 agencies, including efforts that attempt to destroy and undermine labor unions and organizations, penalize
28 members for union involvement, and deprive workers of their right to organize and bargain. The
29 Association supports the rights of workers to unionize by signing cards and the establishment of penalties
30 for violating the rights of workers to unionize.

31 The Association also believes that members have the right to have payroll deduction of both
32 Association membership dues and voluntary political contributions. (1982, 2012)

33 **I-19. Displaced Workers**

34 The National Education Association believes that entities that close, move, sell, downsize, or
35 reorganize their facilities have an obligation to provide displaced employees with a variety of retraining
36 and support programs. These entities shall assist their employees with placement in jobs having
37 comparable pay and benefits and shall maintain existing union contracts.

38 The Association opposes the use of public funds to encourage the movement of U.S. companies to
39 other countries at the expense of U.S. union labor. (1992, 1993)

40 **I-20. Use of Union-Made Products and Services**

41 The National Education Association recognizes the historical role of organized labor in its struggle
42 for economic and social justice. The Association advocates the use of union-made products and services.
43 The Association supports the use of appropriately established boycotts and picket lines. (1991, 1994)

44 **I-21. Migrant Workers**

45 The National Education Association is concerned with the plight of migrant workers. The Association
46 supports the efforts of migrant workers to be represented in collective bargaining by the organization of
47 their choice. (1985)

1 **I-22. Immigration**

2 The National Education Association supports efforts to improve the immigration process, including
3 the provision of due process, political asylum, and timely legalization without regard to national origin.
4 The Association also supports policies that protect the integrity of the family unit and deplores the
5 hardships imposed on families when family members, especially parents, guardians, or caretakers, are
6 detained and/or deported for immigration status offenses and thereby separated from their children, many
7 of whom are U.S. citizens. The Association believes that English and citizenship classes should be
8 available in sufficient numbers to ensure that immigrating individuals can comply with all federal
9 mandates for permanent residence and/or citizenship. The Association also believes that the federal
10 government is responsible for the enforcement of immigration policy.

11 The Association opposes any immigration policy that denies human and/or civil rights or educational
12 opportunities to immigrants and their children regardless of their immigration status, hinders workers'
13 abilities to organize, imposes excessive fees and fines on those seeking legalization, or criminalizes
14 individuals or groups who support or assist immigrants regardless of their status. The Association also
15 opposes any policy that makes legalization or naturalization dependent upon military service and/or
16 service in a combat zone. The Association condemns such policies as inhumane and discriminatory.
17 (1984, 2010)

18 **I-23. Housing and Health Care for All**

19 The National Education Association believes that all members of our society have the right to
20 adequate housing and health care. The Association supports programs to provide adequate housing and
21 health care for the homeless and others in need of assistance. (1989, 1997)

22 **I-24. Fair Housing**

23 The National Education Association believes that all citizens should be free to reside in the
24 communities of their choice. The Association supports the elimination of the discriminatory practice of
25 redlining. (1969, 1997)

26 **I-25. Invasion of Privacy**

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

33 The Association also believes that rights to privacy and confidentiality must be guaranteed through
34 federal and state legislation. (1970, 2004)

35 **I-26. Freedom of Creative Expression**

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

40 **I-27. Violence Against Women and Girls Worldwide**

41 The National Education Association condemns domestic and other violence against women and girls,
42 as well as the tolerance of such violence, and believes that all nations should pass and enforce measures to
43 curtail and prevent actions, policies, and practices that inflict pain, suffering, or death. (1993, 1997)

44 **I-28. Sexual Assault**

45 The National Education Association believes that all members of society should be protected from
46 becoming victims of sexual assault. The Association also believes that it is a violation of the victims'
47 right to privacy to release the names of the victims or to have their past sexual history admitted as
48 evidence in assault cases. The Association supports fair and equitable treatment by health, hospital, and
49 law enforcement agencies for sexual assault victims. The Association further believes that access to

1 necessary services/programs must be made available to victims and their families. These services must be
2 funded by appropriate government agencies.

3 The Association believes that states should develop a systematic process for gathering evidence when
4 such assaults occur and supports the use of DNA testing as a means to identify perpetrators of sexual
5 assault. The Association also believes in the importance of counseling and rehabilitation for the assailant,
6 and the protection of privacy and due process rights for both the victim and the alleged assailant. (1981,
7 2005)

8 **I-29. Human Relations in the School**

9 The National Education Association believes that improved human relations is essential to the school
10 environment. To improve human relations in all schools, the Association calls for—

- 11 a. School recruitment and staffing policies that will ensure culturally diverse education employees
- 12 b. Appropriate classroom and other student-related activities, particularly those that are responsive
13 to the cultural diversity and historical backgrounds of our society
- 14 c. Further development of continuing education programs to educate school and community
15 personnel
- 16 d. Reduction of the ratio of students to licensed staff. This reduction should be to the level teachers
17 determine to be essential to improved learning
- 18 e. Development of ways to improve community-police and student-police relations through the joint
19 efforts of school, community, and law enforcement agencies
- 20 f. Joint discussions to promote understanding of human and civil rights and responsibilities in all
21 segments of society
- 22 g. Development and implementation of curricula that teach students about positive human relations.
23 (1972, 1999)

24 **I-30. Bullying**

25 The National Education Association believes that the school environment/work site must be free from
26 all forms of bullying including, but not limited to, physical and psychological bullying, and
27 cyberbullying. Bullying is the systematic and chronic infliction of physical hurt and/or psychological
28 distress on one or more individuals. The Association recognizes that bullying can affect the entire school
29 community and work sites.

30 The Association also believes that its affiliates, collaborating with local school districts and
31 institutions of higher education, should involve all stakeholders in developing comprehensive schoolwide
32 programs to address all forms of bullying. Such programs should—

- 33 a. Establish strong policies prohibiting bullying that include the definition, consequences, and
34 procedures for reporting and appeals
- 35 b. Develop and implement educational programs designed to help students recognize, understand,
36 prevent, oppose, and eliminate bullying
- 37 c. Provide training for all school employees in bullying prevention and intervention
- 38 d. Provide professional development materials and resources.

39 These programs should be reviewed, revised, and updated to reflect changing needs. (2004, 2010)

40 **I-31. Martin Luther King, Jr. Day**

41 The National Education Association believes that Martin Luther King, Jr. Day should be a state
42 holiday in every state to focus on the importance of human relations. The Association encourages the
43 observance of this day to promote good will among all people. (1969, 2001)

44 **I-32. César Chávez Day**

45 The National Education Association believes that César Chávez Day should be a state holiday in
46 every state to focus on the importance of labor organizing and promoting equitable human relations. The
47 Association encourages the observance of this day to promote reflection and action for social justice.
48 (2008, 2009)

1 **I-33. Freedom of Religion**

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

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

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

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

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

19 **I-34. Gun-Free Schools and the Regulation of Deadly Weapons**

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

27 The Association further believes that strict prescriptive regulations are necessary for the manufacture,
28 importation, distribution, sale and resale of handguns and ammunition magazines. The possession by the
29 private sector of automatic weapons and military-style semiautomatic assault weapons should be illegal,
30 except for historical and collection purposes, which must be strictly regulated. A mandatory background
31 check and a mandatory waiting period should occur prior to the sale of all firearms. The Association
32 believes that minors shall not be allowed to buy, own, or sell firearms.

33 The Association also believes that gun owners should participate in educational programs that stress
34 responsible ownership, including safe use and storage of guns. (1982, 2003)

35 **I-35. Victims of Crime**

36 The National Education Association believes that victims of crime should be treated with dignity and
37 compassion, without the fear of intimidation. Victims and their families should be notified of and have
38 the right to be present/represented at all hearings and legal proceedings involving the
39 defendant/perpetrator.

40 The Association also believes that it is a violation of the victims' right to privacy to release the names
41 of the victims. The Association further believes that victims and their families must be made aware of and
42 have free access to necessary services/programs. These services/programs must be funded by the
43 appropriate government agencies. (1987, 2008)

44 **I-36. Military Veterans**

45 The National Education Association believes that many veterans of military conflicts are suffering
46 physical, social, and psychological problems because of their involvement in combat and related military
47 activities. The Association supports federal and state increases in benefits and programs, including
48 retirement benefits, for these military veterans to meet their needs. (1981, 1997)

49 **I-37. Veterans Day**

50 The National Education Association believes that children and people of this nation should honor and
51 memorialize the sacrifices and heroic acts of the men and women who have served in the Armed Forces.

1 Veterans Day should be maintained as a legal holiday. Students should be taught the importance and
2 magnitude of the sacrifices made by service men and women in the protection of the United States during
3 war and peace. Affiliates and school systems should plan observances to promote the celebration of
4 veterans' courage, patriotism, and sacrifice for every member of society. (2001)

5 **I-38. Traffic Safety**

6 The National Education Association believes that traffic deaths and injuries must be reduced. The
7 Association supports—

- 8 a. Enactment and enforcement of effective and equitable legislation regulating driving while under
9 the influence of alcohol, drugs, or other mind-altering substances
- 10 b. Appropriate educational experiences for students regarding the effects of driving while under the
11 influence
- 12 c. Recognized community and school groups in their efforts to reduce death and injury from
13 accidents caused by drivers under the influence
- 14 d. Legislation requiring mandatory restraint of all passengers in motor vehicles, excluding school
15 buses. The legislation should require the use of seat belts for adults and minor children and
16 approved car seats for infants and young children
- 17 e. Legislation requiring the use of helmets for bicycle and motorcycle riders
- 18 f. Continued research and the development of safety features and passive restraint systems for
19 passengers in school buses and for the inclusion of those features shown to be effective
- 20 g. Legislation mandating no texting on cell phones while driving. (1982, 2010)

21 **I-39. Federal and State Support for Public Welfare**

22 The National Education Association believes that conditions that cause reliance on public welfare
23 must be alleviated. The Association also believes that the federal and state governments must work
24 together to provide assistance in education, housing, child care, health care, transportation, and job
25 training/placement. Furthermore, assistance must continue during the transition from welfare to work.

26 The Association further believes that no current employee should be displaced nor position abolished
27 as a result of government efforts to move individuals from welfare to work. (1971, 1999)

28 **RIGHTS OF SPECIFIC GROUPS**

29 **I-40. Protection of Senior Citizens**

30 The National Education Association condemns the physical, mental, and economic abuse of senior
31 citizens.

32 The Association also condemns those policies and practices that result in poor medical care; physical,
33 mental, and economic abuse; excessive pharmaceutical charges; inadequate dietary programs;
34 deteriorating living quarters; and untrained staff for patients and residents of nursing and retirement
35 homes.

36 The Association supports legislation and consumer education to eliminate the use of unethical
37 techniques, scare tactics, and misrepresentation to divest senior citizens of their financial resources.

38 The Association believes that its affiliates should join in political action to bring about legislative and
39 administrative reform at the state and national levels. (1978, 1997)

40 **I-41. People Living with HIV/AIDS**

41 The National Education Association believes that people living with human immunodeficiency virus
42 (HIV) or with acquired immunodeficiency syndrome (AIDS) should be ensured fair and equitable
43 treatment allowing equal access to education, employment, living conditions, and all rights guaranteed by
44 law. (1994)

45 **I-42. People Living with Hepatitis**

46 The National Education Association believes that people living with hepatitis should be ensured fair
47 and equitable treatment that allows equal access to education, employment, living conditions, and all
48 rights guaranteed by law. (2010)

1 **I-43. Disabilities Awareness**

2 The National Education Association believes that the human and civil rights of students, education
3 employees, and community members with disabilities must be protected. The Association encourages its
4 affiliates to educate their own members and the public at large to bring about an awareness of disability
5 issues. (1999, 2001)

6 **I-44. Accessibility for Persons with Disabilities**

7 The National Education Association believes that all buildings should be in compliance with the
8 accessibility standards of the Americans with Disabilities Act. (1988, 1997)

9 **I-45. Protection of Persons with Mental Disabilities**

10 The National Education Association believes that the human and civil rights of individuals with
11 mental disabilities must be protected.

12 The Association also believes that individuals with mental disabilities who have committed criminal
13 offenses should receive all diagnostic and/or psychological services that meet their needs and guarantee
14 their right not to be abused while incarcerated. The Association further believes that individuals with
15 mental disabilities should not be subjected to capital punishment. (1989, 1997)

16 **I-46. Care of Persons with Mental Health Disorders**

17 The National Education Association believes that it is society's responsibility to provide quality care
18 for persons suffering from diagnosed mental health disorders. Such persons should have access, as
19 needed, to primary hospital care, outpatient services, necessary medication, social services, and housing
20 in the least restrictive environment. Financial assistance for such care should be based upon the ability of
21 the individual to pay. (1986, 2008)

22 **OPPOSITION TO ALL FORMS OF DISCRIMINATION**

23 **I-47. Elimination of Discrimination**

24 The National Education Association is committed to the elimination of discrimination based on race,
25 gender, ethnicity, economic status, religion, disability, sexual orientation, gender identification, age, and
26 all other forms of discrimination.

27 The Association believes that honest and open conversation is a precursor to change. The Association
28 encourages its members and all other members of the educational community to engage in courageous
29 conversations in order to examine assumptions, prejudices, discriminatory practices, and their effects.

30 The Association condemns any code or system of discrimination and exploitation. The Association
31 also believes that sanctions are both justified and necessary against governments, organizations,
32 businesses, and/or groups that utilize or support discriminatory practices. (1976, 2005)

33 **I-48. Discrimination by Organizations**

34 The National Education Association believes that organizations are strengthened by offering
35 membership on a nondiscriminatory basis.

36 The Association shall not participate in programs sponsored by any organization and/or its auxiliary
37 that deny membership to certain segments of our society on a discriminatory basis when such denials are
38 not related to the stated purposes of the organization, nor shall the Association utilize the facilities of such
39 organizations.

40 The Association urges its affiliates and members not presently holding membership in such
41 organizations to discontinue any involvement with such organizations and urges that its members not
42 participate in, provide programs to, or join organizations utilizing exclusionary membership.

43 The Association also urges its members now holding membership in such organizations to work
44 actively from within for the total elimination of such exclusionary clauses. (1974, 1998)

45 **I-49. Institutional Discrimination**

46 The National Education Association believes that the fabric of our society is strengthened when the
47 contributions of all its diverse members are encouraged and embraced. The Association recognizes that

1 institutional and public policies and practices sometimes discriminate against some segments of the
2 population.

3 The Association deplores those social, institutional, and governmental actions and policies that
4 engender discriminatory practices. The Association encourages its affiliates, in concert with community
5 organizations, to educate the public to bring about an awareness of such policies and practices and to
6 actively work to eliminate them. (1998, 1999)

7 **I-50. Civility in Public Discourse**

8 The National Education Association believes that American institutions in both the public and private
9 sectors should foster a culture that promotes universal respect for all people and that strongly discourages
10 demeaning characterizations of people in relation to their race, ethnicity, religion, nationality, political
11 affiliation, gender, sexual orientation, gender identification, size, or disability. (2008, 2010)

12 **I-51. Use of Prejudicial Terms and Symbols**

13 The National Education Association deplores prejudice based on race, ethnicity, religion, sexual
14 orientation, gender identification, gender, age, disability, size, marital status, or economic status and
15 rejects the use of names, symbols, caricatures, emblems, logos, and mascots that promote such prejudice.
16 (1992, 2002)

17 **I-52. Hate-Motivated Violence**

18 The National Education Association believes that hate-motivated violence, including, but not limited
19 to, physical and verbal violence against individuals or groups because of their race, color, national origin,
20 religion, gender, sexual orientation, gender identification, age, disability, size, marital status, or economic
21 condition is deplorable. The Association also believes that the threat or promotion of such violence is
22 equally deplorable. The Association further believes that federal, state, and local governments and
23 community groups must oppose and eliminate hate-motivated violence and that current events and/or
24 economic conditions should not diminish such opposition. (1991, 2002)

25 **I-53. Right of Redress for Descendants of Slaves**

26 The National Education Association believes that slavery, forced servitude, and/or the ownership of a
27 human being are gross violations of human rights and unacceptable in a civilized society.

28 The Association also believes that the history of slavery in the United States was a grievous crime
29 against humankind that has contributed to a continuance of institutional racism.

30 The Association further believes that the descendants of those subjected to slavery in the U.S. have
31 the right to seek redress for the injustices inflicted upon their ancestors. (2008, 2011)

32 **I-54. Deprivation of Human Rights of Indigenous People**

33 The National Education Association believes that it is deplorable for government entities to allow,
34 sanction, or participate in the slaughter and displacement of indigenous people, including any practice that
35 violates treaties, forcibly relocates, and/or forces compulsory out-of-home placements regarding life and
36 education.

37 The Association also believes that any attempt to deprive a group from life, land, resources, or culture
38 is immoral.

39 The Association further believes that formal apologies are long overdue to the indigenous people of
40 the United States and its territories and protectorates. (2009, 2010)

41 **I-55. Violence Against and Exploitation of Asians/Pacific Islanders**

42 The National Education Association opposes the expression of covert and overt sentiments, threats,
43 and incidents of racially motivated physical and/or verbal violence toward Asians/Pacific Islanders. The
44 Association believes that community-based educational programs should be developed by local school
45 systems in conjunction with Asian/Pacific Islander groups to eliminate this violence. The Association
46 supports clear and consistent law enforcement to protect the civil and human rights of the victims of such
47 violence.

48 The Association also opposes the exploitation of women as mail-order brides. (1984, 1999)

1 **I-56. Internment/Containment Policies**

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

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

7 **I-57. Repatriation of American Indian/Alaska Native Remains**

8 The National Education Association believes in the dignity of the dead and encourages laws to
9 prevent the robbing of graves.

10 The Association also believes that the remains of thousands of American Indians/Alaska Natives in
11 storage throughout the United States should be returned for interment to the tribes and/or areas from
12 which they were taken. The Association further believes that American Indian/Alaska Native sacred items
13 in museum collections should be returned to the tribes of their origin. (1989, 2008)

14 **I-58. Linguistic Diversity**

15 The National Education Association believes that, although English is the language of political and
16 economic communication in the United States, efforts to legislate English as the official language
17 disregard cultural pluralism; deprive those in need of education, social services, and employment; and
18 must be challenged.

19 The Association recognizes the importance of an individual's native language and culture and the
20 need to promote and preserve them through instruction, public service announcements, and all other
21 forms of communication. (1987, 2004)

22 **I-59. Inclusive Medical Studies**

23 The National Education Association believes that women and members of racial minority groups
24 must be included in the samples of all medical studies, surveys, and research purporting to yield results
25 applicable to all segments of a population. (1991)

26 **I-60. Sexual Harassment**

27 The National Education Association recognizes that sexual harassment is a form of sex discrimination
28 or abuse.

29 The Association believes that students and education employees should be protected from sexual
30 harassment. The Association encourages its affiliates to work with local school districts and institutions of
31 higher education to—

- 32 a. Establish strong policies defining and prohibiting sexual harassment
- 33 b. Develop educational programs designed to help people recognize, understand, prevent, combat,
34 and eliminate sexual harassment
- 35 c. Develop and publicize a grievance procedure that encourages the reporting of incidents of sexual
36 harassment, resolves complaints promptly, and protects the rights of all parties
- 37 d. Form and train support groups to assist in the counseling of targets of alleged sexual harassment.
38 (1988, 1999)

39 **I-61. Equal Opportunity for Women**

40 The National Education Association believes that all persons, regardless of gender, must have equal
41 opportunity for employment, promotion, compensation (including equal pay for comparable worth), and
42 leadership in all activities.

43 The Association supports an amendment to the U.S. Constitution (such as the Equal Rights
44 Amendment) that guarantees that equality of rights under the law shall not be denied or abridged by the
45 United States or by any state because of gender. The Association urges its affiliates to support ratification
46 of such an amendment. The Association also supports the enactment and full funding of the Women's
47 Educational Equity Act.

48 The Association also believes that the Equal Employment Opportunity Commission must have cease-
49 and-desist authority to act in all cases of discrimination based on race, creed, color, age, national origin,
50 sexual orientation, gender identification, and gender.

1 The Association further believes that governing boards and education associations must eliminate
2 discriminatory practices against women in employment, promotion, and compensation. Personnel policies
3 must include family leave, maternity leave, paternity leave, leave for adoption of a child, child-care leave,
4 and professional leave that encourages women to participate in professional growth experiences and to
5 prepare for administrative and executive positions.

6 The Association believes that national, state, and local agencies should consider research specifically
7 related to women and their health problems and concerns.

8 The Association also believes that professional associations at all levels should adopt policies that
9 ensure women equal access to elective, appointive, and staff positions.

10 The Association further believes in the establishment of women’s education committees in local and
11 state affiliates as a vehicle for implementation of equal opportunity for women.

12 The Association believes that sexism and sex discrimination must be eliminated and endorses the use
13 of nonsexist language. (1969, 2002)

14 **I-62. Personal Relationships in Higher Education**

15 The National Education Association recognizes that in institutions of higher education adult students
16 and education employees may establish personal relationships. However, such relationships should be
17 voluntary and not be used to coerce or influence others for personal advantage. Thus, the Association
18 believes that sexual relationships between a faculty member and a student currently enrolled in the faculty
19 member’s course, or under the supervision or direction of any higher education employee, are
20 unprofessional. The Association encourages its affiliates in institutions of higher education to seek the
21 establishment of strong policies declaring such relationships unprofessional. (1989, 1998)

22 **I-63. Businesses Owned by Minorities and/or Women**

23 The National Education Association believes that businesses owned by minorities and/or women
24 should be encouraged. The Association also believes that the federal government should initiate and
25 continue policies that encourage businesses owned by minorities and/or women. (1989, 2004)

26 **INTEGRATION AND DESEGREGATION**

27 **I-64. Integration in the Public Schools**

28 The National Education Association believes that it is imperative that full integration of the nation’s
29 schools be effected.

30 The Association recognizes that acceptable integration plans will include affirmative action programs
31 and a variety of devices, such as geographic realignment, pairing of schools, grade pairing, and satellite
32 and magnet schools. Some arrangements may require busing of students in order to comply with
33 established guidelines adhering to the letter and spirit of the law.

34 The Association urges its affiliates to encourage school boards to study and consider seriously the
35 negative impact on minority students when schools located in minority neighborhoods are targeted for
36 closing.

37 The Association will assist its affiliates to ensure that education employees, parents/guardians, and
38 students are involved in the development of plans designed to achieve integration. The Association also
39 believes that state and federal agencies should provide funds necessary to implement integration
40 programs, including funds for student transportation. The Association also urges participation in citizen
41 advisory committees—consisting of members designated by the local education association, parents, and
42 representatives of community organizations, business, clergy, and media—that reflect the ethnic makeup
43 of the community in developing, implementing, and evaluating student desegregation plans.

44 The Association further believes that integrated schools must provide students with equal access to all
45 curricular and extracurricular programs and to technological equipment and knowledge.

46 The Association opposes any attempts to delay or impede implementation of desegregation orders and
47 will, therefore, resist all efforts to resegregate integrated schools. The Association also opposes any
48 governmental attempts to resegregate public schools through any means, including vouchers, charters,
49 and other school-choice initiatives.

50 The Association will continue to oppose vigorously the systematic displacement or demotion of
51 minority, especially Black, teachers and administrators to achieve integration. The Association further

1 opposes actions of boards of education to finance integration plans through reduction of school staff. In
2 addition, the Association will oppose the capricious reassignment and displacement of Hispanic teachers
3 and administrators because of desegregation and bilingual programs. (1969, 2004)

4 **I-65. Ethnic-Minority Educators**

5 The National Education Association believes that multiracial teaching staffs are essential to the
6 operation of schools. The Association deplors the current trend of diminishing numbers of ethnic-
7 minority educators.

8 The Association urges local and state affiliates and appropriate governing bodies and agencies to
9 work to achieve and maintain ethnic diversity in all categories of educational employment. The
10 Association also urges Department of Defense Education Activity (DoDEA) schools to actively recruit
11 and hire ethnic-minority educators.

12 The Association also believes that, whenever possible and/or appropriate, elders and/or community
13 leaders of a particular culture should be invited to share their skills and knowledge as instructors of a
14 culturally appropriate curriculum. (1979, 2006)

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18 **J. OBTAIN FOR ITS MEMBERS THE BENEFITS OF AN INDEPENDENT, 19 UNITED EDUCATION PROFESSION**

20 **STRONG EFFECTIVE ASSOCIATIONS/AFFILIATES**

21 **J-1. Strong Professional Associations**

22 The National Education Association believes that an independent and professional organization is
23 vital to its members and affiliates. This independence must be safeguarded in any alignments with other
24 organizations.

25 The Association also believes that the unified effort of a professional organization promotes the
26 interests of its members and advances a strong, healthy educational environment. (1974, 2004)

27 **J-2. Supporting Locals in Jeopardy**

28 The National Education Association believes that assistance should be afforded to those affiliates that
29 exist within concentrated territories of competing organizations. The Association encourages its affiliates
30 to initiate and support programs that will strengthen and enhance the local organizational structure and
31 promote membership growth within the Association. Continuous communications and cooperation of
32 local, state, and national bodies are keys to the success of the local affiliates in building solid professional
33 organizations.

34 The Association also believes that assistance should be given to those local affiliates that have been—

- 35 a. Targeted for take-over efforts
- 36 b. Taken over by competing organizations
- 37 c. The object of “association busting.”

38 Members of affiliated locals that are not the bargaining agent must be provided an effective means of
39 processing grievances. (1976, 1999)

40 **MEMBERSHIP PARTICIPATION**

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

42 The National Education Association believes that every member has the right and obligation to
43 participate fully in the Association. The opportunity to participate in the Association must be afforded
44 every member without fear, intimidation, or retribution. Members participating in local, state, and
45 national association activities must be free from all forms of bullying.

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

4 The Association supports and encourages, whenever possible, policies and practices such as
5 affordable child care services so that members with children may have improved opportunities to
6 participate in Association activities. (1969, 2012)

7 **J-4. Minority Participation in the Association**

8 The National Education Association believes that at every phase of governance and on all decision-
9 making levels of the Association there should be minority participation at least proportionate to the
10 identified ethnic-minority population of that geographic level.

11 Ethnic minorities should be included as candidates for positions at all levels. The Association should
12 promote minority participation in program development and should employ minorities and women in staff
13 positions consistent with Association affirmative action policies.

14 The Association also believes that its affiliates should maintain a commitment to organizational
15 policies and programs that promote the training and involvement of minorities at all levels of the
16 organization.

17 The Association further believes that there is a need for systematic evaluation of minority
18 participation at all levels. (1972, 1996)

19 **J-5. Student Member Participation**

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

24 The Association further believes that its members should promote membership in the NEA Student
25 Program to all eligible students, including student teachers in members' classrooms, and provide
26 opportunities for community outreach, professional development, and political action. The Association
27 believes that advisors of NEA Student chapters should be members of the Association.

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

30 The Association also believes that local and state affiliates should collaborate with student programs
31 in order to facilitate the transition from student to professional membership status within the Association
32 so that Student members become involved in the activities and leadership pathways of the professional
33 Association and its affiliates. (1991, 2006)

34 **J-6. Retired Member Participation**

35 The National Education Association believes that retired members should be active participants
36 within the Association at the national, state, and local levels.

37 Retired members should be involved in areas such as political action, legislative lobbying, member
38 training, crisis assistance, development and maintenance of educational excellence, welfare and safety of
39 children, public relations, and retirement issues.

40 The Association also believes that its members should promote membership in the Retired Program to
41 all eligible members. (1976, 2002)

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

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

47 The Association also believes that state and local affiliates should strive to build cooperative
48 relationships and partnerships with government, business, and community leaders to promote the field of
49 education as a profession and as a vital role in every community. (1980, 2006)

1 **GLOBAL EDUCATION PROFESSION**

2 **J-8. Universal Education Employee Rights**

3 The National Education Association supports the efforts of all associations of education employees in
4 the world to secure basic rights for their members. The Association commends those education employees
5 and students around the world who champion academic freedom and campaign against illiteracy,
6 especially when their activities must be conducted under oppressive and often life-threatening conditions.

7 The Association stands ready to help all associations of education employees obtain their basic rights
8 as listed in the NEA resolutions.

9 The Association condemns all governments for their roles in any acts of injustice against education
10 employees and their organizations and, thus, the children and youth of those countries. The Association
11 urges the U.S. government to refrain from supporting any governments that suppress academic freedom
12 and literacy.

13 The Association also urges the U.S. government to refrain from any plan for overt or covert action
14 that would destabilize or overthrow any government or would adversely affect a government's successful
15 campaign to improve literacy, equal education support, health care, and living and working conditions.
16 (1981, 1995)

17 **J-9. Organizations of Other Nations**

18 The National Education Association believes that a strong international community of education
19 employees is necessary to promote international understanding and to defend the interests of education
20 employees in all countries. The Association actively supports the Education International and will
21 continue to cooperate with professional education organizations of other nations. (1969, 1995)