

# **NATIONAL EDUCATION ASSOCIATION OF THE UNITED STATES OF AMERICA**

## **2010–2011 NEA RESOLUTIONS**

### **SUMMARY OF WINTER COMMITTEE MEETING ACTIONS**

**FEBRUARY 25–26, 2011**

**This document contains the complete NEA resolutions, plus resolutions amendments and new resolutions proposed by the NEA Resolutions Committee at its annual winter meeting. The summary is provided to delegates for consideration prior to and during the Open Hearing on Resolutions on June 30, 2011, in Chicago, Illinois.**

**The Resolutions Committee's official report containing all resolutions amendments and new resolutions proposed by the committee is distributed to delegates on the first day of the Representative Assembly.**

# FOREWORD

## Consideration of Resolutions

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

This document is included in the delegate registration packet and provided on request to delegates in advance. The summary section in the first part of this document contains resolutions amendments and new resolutions proposed by the committee at its annual winter meeting on February 25–26, 2011, in Washington, D.C. The summary is provided to delegates for consideration prior to and during the Open Hearing on Resolutions on June 30, 2011, at the McCormick Place Convention Center in Chicago, Illinois.

The Resolutions Committee conducts the open hearing to discuss its summary and receive for its consideration any additional proposals submitted by delegates. After the hearing the committee prepares the *Report of the 2010–2011 NEA Resolutions Committee*, which contains all proposed revisions it has approved at both its winter and summer meetings. The report is distributed to delegates on the morning of the first day of the Representative Assembly. Resolutions contained in the *Report of the 2010–2011 NEA Resolutions Committee* represent the final recommendations of the committee.

Delegates wishing to amend the committee's report by amendment to a resolution or submission of a new resolution must do so no later than 12:00 noon on the second day of the Representative Assembly. After 12:00 noon on the second day, amendments will remain in order only for new resolutions and amendments to resolutions that have been properly submitted prior to the deadline. All items must be submitted to the Committee on Constitution, Bylaws, and Rules on the forms provided.

The definition of an NEA resolution; composition, election, and duties of the Resolutions Committee; and procedures for submitting resolutions are set forth in NEA Standing Rule 10.

### NOTE:

***Bold italic*** indicates proposed new copy.

**[Bold brackets]** indicate proposed deleted copy.

Dates in parentheses after each resolution represent the years that the resolution was first adopted and last amended. If only one year is shown, the resolution has not been amended since its adoption. Proposed new resolutions are accorded the single year of (2011).

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## 1 **B-16. Hispanic Education**

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

5 The Association believes in efforts that provide for—

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

32 The responsibility for developing and implementing programs for Hispanic children should be realized by  
33 state and local agencies, regardless of the availability of federal funds. (1972, 2010)

34

## 35 **B-19. Black American Education**

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

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

44 The Association further believes in efforts that provide for—

- 45 a. The preservation of Black heritage and culture
- 46 b. Funding of scholarships to facilitate the entry of Black students into the teaching profession
- 47 c. Recognition of Black educators as role models
- 48 d. Recruitment, hiring, retention, and promotion of Black educators, especially Black males at all levels of  
49 the education profession
- 50 e. Involvement of Black educators in developing educational materials used in classroom instruction
- 51 f. English proficiency programs in the regular instructional process for those Black students  
52 experiencing difficulty with standard English
- 53 g. Programs that address the alarming dropout rate among Black male students and the  
54 disproportionate teen pregnancy rate among Black female students and encourage continued  
55 education, thereby increasing their participation in the work force

- 1 h. Development of athletic programs that promote educational excellence, not just athletic power
- 2 i. Opposition to the resegregation of the public schools through special classes, or through overrepresenta-
- 3 tion in special education programs and underrepresentation in gifted programs
- 4 **j. *Opposition to resegregation of public schools through overrepresentation and underrepresentation in***
- 5 ***public and nonpublic charter schools***
- 6 **[j] k.** Dissemination of information and programs that include the values, heritage, language, culture, and his-
- 7 tory of Black Americans
- 8 **[k] l.** Protection of ethnic studies undergraduate programs at universities and community colleges, and course
- 9 offerings at the high school level. (1981, 2010)

10

## 11 **B-46. Physical Education**

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

- 18 a. Emphasize physical activity, fitness, exercise, and good health; skills of sports, games, dance, and basic
- 19 movement; and related concepts and knowledge
- 20 b. Assess students, including physical fitness testing, as a culmination of preparatory activities, and develop a
- 21 fitness plan that is tracked for progress
- 22 c. Provide for the special needs of students with low fitness, physical disabilities, or learning disabilities
- 23 d. Be taught by teachers licensed in physical education
- 24 e. Be taught with the same student/teacher ratio as other grade-level class sizes and be provided the same
- 25 amount of planning time. (1991, 2010)

26

## 27 **B-49. Environmental Education**

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

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

46 The Association also believes that it should model in its policies and practices the environmental concepts  
 47 and education programs it supports. The Association also urges its affiliates to model and support environ-  
 48 mental programs in school systems and educational institutions and supports legislation and local policies that  
 49 ensure a safe and healthy environment. (1973, 2010)

50

## 51 **C-19. Staphylococcus Infection Prevention**

52 The National Education Association believes that, for all employees each school year, school districts and  
 53 educational institutions should initiate professional development about staphylococcus infections and their pre-  
 54 vention, ***working in collaboration with school nurses and local health authorities.*** [This information should  
 55 also be included in any preseason orientation for students participating in athletic programs and for secondary

1 students participating in physical education classes. The program should work in collaboration with school  
2 nurses and local health authorities.】 *This information should be disseminated to all students.* (2010)

### 4 **New C. Adequate Rest**

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

## 10 **D-14. Professional Development for Education Professionals**

11 The National Education Association believes that continuous professional development is required for educa-  
12 tion professionals to achieve and maintain the highest standards of student learning and professional practice.

13 The Association also believes that professional development should—

- 14 a. Be based upon clearly articulated goals reached by consensus of the school community
- 15 b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site
- 16 c. Support education professionals in meeting the needs of students
- 17 d. Be incorporated into and aligned with (not added to) professional work expectations
- 18 e. Be standards-referenced and incorporate effective practice, relevant data, and current research
- 19 f. Be supported by adequate resources
- 20 g. Be career-long, rigorous, and sustained
- 21 h. Stimulate intellectual development and leadership capacity
- 22 i. Balance individual priorities with the needs of the school and the district
- 23 j. Include an ongoing assessment and evaluation component to determine effectiveness
- 24 k. Respond to, refine, improve, and adjust the professional development according to the feedback provided  
25 by the participants
- 26 l. Not usurp regular planning time for teachers.
- 27 m. Provide:
  - 28 • training and ongoing support for the implementation of new and expanded programs/skills
  - 29 • training and ongoing support in the development of new and revised curricula and instructional  
30 strategies
  - 31 • time during the regular work day and work year for inquiry, research, reflection, and collaboration
  - 32 • *time for individual and collaborative study of student data to improve student learning*
  - 33 • opportunities for mentoring/peer coaching with colleagues on an ongoing basis
  - 34 • a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and  
35 learning styles
  - 36 • opportunities to assume new roles, including leadership positions
  - 37 • flexibility for the use of a variety of resources such as university-school partnerships, professional  
38 development schools, exchange programs, professional development resource centers, and cultural and  
39 business resources
  - 40 • Training and ongoing support for the use of technology as an instructional tool. (1976, 2010)

## 42 **F-9. Salaries and Other Compensation**

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

49 The Association believes that salary schedules should—

- 50 a. Provide for entry-level salaries and career earnings comparable to those of other professions and occupa-  
51 tions with similar preparation and responsibilities and be structured to provide compensation levels that  
52 encourage classroom teachers to remain in the classroom and support professionals in the educational  
53 setting
- 54 b. Be based on preparation, academic degrees, experience, professional growth, responsibilities, and full  
55 length of service

- 1 c. Assure that initial placement and advancement on the salary schedule are nondiscriminatory
- 2 d. Provide additional compensation for certification from the National Board for Professional Teaching Stan-
- 3 dards *as well as other national certifications that meet rigorous and appropriate qualifying standards*
- 4 e. Provide and maintain structural integrity through the use of an index or percentage guide for
- 5 experience increments and levels of academic preparation
- 6 f. Assure that salary paid for summer employment, continuing education programs, extended contracts,
- 7 conducting employee training or workshops, and extra duty is not less than the rate for regular pay
- 8 g. Assure that salaries paid in early childhood, nontraditional, adult, and alternative programs are on par
- 9 with salaries paid in traditional programs and that any personnel serving lower socioeconomic groups not
- 10 be paid less than equivalent educational professionals providing similar service to higher socioeconomic
- 11 groups
- 12 h. Define “salary increase” to mean the exact monetary differential between the existing salary schedule and
- 13 the proposed salary schedule—exclusive of incremental adjustments—and all basic benefits
- 14 i. Provide at a minimum a living wage for education support professionals.

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

17 The Association also believes that local affiliates can best promote the economic welfare of all educa-  
18 tion employees, regardless of source of funding, by following the salary standards developed at the state and  
19 national levels.

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

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

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

26 The Association further believes that, if school districts consolidate or separate, education employees should  
27 not lose their tenure or have their salary, benefits, or seniority reduced. (1969, 2008)

28  
29 **F-10. [Minimum Criteria for Additional Compensation Beyond the Single Salary**  
30 **Schedule]**

31 [The National Education Association is opposed to the use of merit pay or performance pay compensation  
32 systems. The Association believes that any system that provides additional compensation to education employ-  
33 ees beyond that provided by the single salary schedule should meet the following minimum criteria:

- 34 a. The design of the system must be accomplished through the collective bargaining process or in nonbar-
- 35 gaining jurisdictions it should be incorporated into legislation, employer policy, and/or other sources that
- 36 establish the terms and conditions of employment for education employees.
- 37 b. Any additional compensation beyond a single salary schedule must not be based on education
- 38 employee evaluation, student performance, or attendance.
- 39 c. The criteria that are used to determine whether education employees receive the additional
- 40 compensation should be clearly stated and subject to objective measurement. The system also
- 41 should make clear how those criteria relate to the school district’s educational objectives.
- 42 d. The system should not directly or indirectly limit the number of education employees who are eligible for
- 43 the additional compensation. All education employees should be afforded a fair opportunity to meet the
- 44 requisite standards and should receive the additional compensation if they do. The compensation system
- 45 may recognize and reward the additional knowledge and skills that education employees have acquired or
- 46 may acquire over their careers.
- 47 e. Full funding should be available to sustain the system. The allocation of funds to provide the additional
- 48 compensation should not prevent increases in the basic compensation for all education employees.
- 49 f. The system should not diminish the professional status of those education employees who do not receive the
- 50 additional compensation or in any way suggest that such education employees are not qualified for the posi-
- 51 tions that they hold.]



1 **Additional/Enhanced Compensation Models**

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

10 *The Association also believes that the goals of any additional compensation model should be to:*

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

17 *The Association further believes that any additional compensation model should:*

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

28 *The Association believes that compensation conditioned on student outcomes (such as test scores) would*  
29 *be inappropriate. While test scores may provide valuable information to teachers and schools that can be*  
30 *used to inform curriculum and instructional decisions, the Association is opposed to compensation based*  
31 *solely on test scores.*

32 *The Association supports regular employee evaluations to provide information for professional growth,*  
33 *although the highly subjective nature of evaluations makes them inappropriate for additional/enhanced*  
34 *compensation decisions. (2001, 2007)*

35

36 **New F. Protection of Education Employees from Workplace Bullying**

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

42 *Workplace bullying can include, but is not limited to—*

- 43 *a. Systematic aggressive communication*
- 44 *b. Manipulation of work assignments*
- 45 *c. Repeated, health-harming mistreatment*
- 46 *d. Verbal abuse*
- 47 *e. Conduct which is threatening, humiliating, degrading, intimidating, or sabotaging. (2011)*

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# 2010–2011 NEA RESOLUTIONS

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1	<b>A. SERVE AS THE NATIONAL VOICE FOR</b>	
2	<b>EDUCATION</b>	
3		
4	<b>PUBLIC PERCEPTIONS OF EDUCATION</b>	
5		
6	<b>A-1. Public Education</b>	
7	The National Education Association believes that public	
8	educational opportunities for every American must be pre-	
9	served and strengthened.	
10	The Association also believes that public education is the	
11	cornerstone of our social, economic, and political structure	
12	and is of utmost significance in the development of our moral,	
13	ethical, spiritual, and cultural values. The Association further	
14	believes that each state must maintain a system of public educa-	
15	tion that prepares its citizens to—	
16	a. Achieve functional proficiency in English, with emphasis	
17	on the development of basic reading, writing, speaking,	
18	and listening skills	
19	b. Compute effectively to procure and/or dispense services	
20	and materials	
21	c. Use critical thinking, creative thinking, and problem-	
22	solving skills	
23	d. Exercise attitudes of good citizenship, societal productiv-	
24	ity, and global awareness	
25	e. Care for the environment	
26	f. Appreciate the aesthetic and moral qualities of life	
27	g. Formulate values that lead to continual growth and self-	
28	fulfillment	
29	h. Recognize and appreciate cultural, social, political, and	
30	religious differences	
31	i. Use leisure time effectively and develop sound physical	
32	health habits	
33	j. Develop skills in and/or an appreciation for the practical/	
34	vocational and fine arts.	
35	The Association believes that its members should support	
36	public education by sending their children to public educational	
37	institutions. (1969, 1998)	
38		
39	<b>A-2. Educational Opportunity for All</b>	
40	The National Education Association believes that each	
41	student has the right to a free public education that should be	
42	s suited to the needs of the individual and guaranteed by state	
43	constitutions and the United States Constitution. Education is	
44	a lifelong process, and public education serves a constituency	
45	that embraces all age groups. Access to and opportunities for	
46	postsecondary education should be widely available, and no	
47	qualified student should be denied such opportunities because	
48	of financial considerations.	
49	The Association also believes that all schools must be	
50	accredited under uniform standards established by the appro-	
51	priate agencies in collaboration with the Association and its	
52	affiliates, and that the accreditation process must provide suffi-	
53	cient flexibility to enable individual schools to achieve educa-	
54	tional excellence and respond to the needs of their students and	
55	community. The development of a periodic review of locally	
56	established programs should involve community members,	
57	parents/guardians, students, teachers, and education support	
58	professionals. The Association further believes that individu-	
59	als, at their expense, should be free to choose, to supplement, or	
60	to substitute education in privately supported, nonsegregated,	
61	nonpublic schools.	
62	The Association believes tax-exempt status should be denied	
63	to those institutions whose policies and/or practices prevent the	
64	integration of the institutions. (1969, 2006)	
65		
	<b>A-3. Understanding and Support of Public</b>	<b>66</b>
	<b>Education</b>	<b>67</b>
	The National Education Association recognizes its responsi-	<b>68</b>
	bility to promote an understanding of the history and con-	<b>69</b>
	tinuing importance of public education and to support public	<b>70</b>
	education and public education employees. The Association	<b>71</b>
	encourages wide community and parental participation in	<b>72</b>
	achieving and maintaining educational excellence. The Asso-	<b>73</b>
	ciation believes that school boards and other stakeholders also	<b>74</b>
	have a responsibility to promote public understanding of the	<b>75</b>
	importance of public schools.	<b>76</b>
	The Association also believes that the success of our nation	<b>77</b>
	depends upon high standards of educational excellence. The	<b>78</b>
	Association supports a positive school environment; excellence	<b>79</b>
	in teaching; high standards for success, learning, and student	<b>80</b>
	behavior; and extensive parental involvement. The Association	<b>81</b>
	also recognizes its responsibility to promote excellence in pub-	<b>82</b>
	lic education and supports efforts to improve it. (1969, 2007)	<b>83</b>
		<b>84</b>
	<b>A-4. Parental Involvement</b>	<b>85</b>
	The National Education Association believes that a commu-	<b>86</b>
	nity engaged in the life of its public schools is paramount to the	<b>87</b>
	future of public education. The Association also believes that a	<b>88</b>
	strong partnership must be formed among parents/guardians,	<b>89</b>
	schools, the Association, and the community to address the	<b>90</b>
	mutual interests of the entire community.	<b>91</b>
	The Association further believes that parents/guardians	<b>92</b>
	who are active participants in the education of their children	<b>93</b>
	increase the likelihood of the achievement of educational excel-	<b>94</b>
	lence. Parents/guardians, teachers, other education employees,	<b>95</b>
	school board members, and the community must set high	<b>96</b>
	expectations for student behavior and academic success and	<b>97</b>
	provide the encouragement and support for each student to	<b>98</b>
	achieve his or her full potential.	<b>99</b>
	The Association believes that innovative programs should	<b>100</b>
	be developed and resources committed to promote and increase	<b>101</b>
	family and community involvement in public schools and to	<b>102</b>
	promote and increase the involvement of education employees	<b>103</b>
	in the community. The Association encourages its affiliates to	<b>104</b>
	work collaboratively with the community in establishing such	<b>105</b>
	programs and finding the resources necessary to make the	<b>106</b>
	programs successful.	<b>107</b>
	The Association also believes that parents/guardians should	<b>108</b>
	be encouraged to visit their children's schools and communicate	<b>109</b>
	with their children's teachers and other education employees	<b>110</b>
	with whom the children have daily contact. In addition, schools	<b>111</b>
	should communicate with parents/guardians in their native	<b>112</b>
	language. The Association further believes that parents/guard-	<b>113</b>
	ians, students, community members, teachers, other education	<b>114</b>
	employees, and school board members should promote the	<b>115</b>
	successes of the collaboration between the school and the com-	<b>116</b>
	munity. (2001, 2007)	<b>117</b>
		<b>118</b>
	<b>A-5. American Education Week</b>	<b>119</b>
	The National Education Association believes that American	<b>120</b>
	Education Week is an important observance during which posi-	<b>121</b>
	tive attention should be focused on the contributions of public	<b>122</b>
	education and education employees. (1997, 2006)	<b>123</b>
		<b>124</b>
	<b>A-6. Excellence in Education</b>	<b>125</b>
	The National Education Association believes that continued	<b>126</b>
	success of the United States as a participatory democracy and	<b>127</b>
	as a world leader is dependent upon a shared national, state,	<b>128</b>
	community, and individual commitment to excellence in educa-	<b>129</b>
	tion. The Association also believes that excellence in education	<b>130</b>

1	requires that students achieve mastery of learning so that they	66
2	have the ability to use what has been taught and have command	67
3	of subjects sufficient for problem solving, decision making,	68
4	and further educational growth. The Association supports	69
5	high standards for teaching and learning in which the student	70
6	becomes an active participant in the mastery process.	71
7	The Association further believes that sufficient resources,	72
8	interventions, and program alternatives must be provided for	73
9	the proper placement of each student. (1983, 2004)	74
10		75
11	<b>A-7. U.S. Department of Education</b>	76
12	The National Education Association believes that the U.S.	77
13	Department of Education must be a viable force for the main-	78
14	tenance and improvement of public education. The Associa-	79
15	tion also believes that Association members must be fully	80
16	involved in establishing goals and planning programs with the	81
17	Department.	82
18	The Association further believes that internal and external	83
19	attempts to dismantle and to erode the effectiveness of the	84
20	Department of Education through the federal budgetary process	85
21	are detrimental to the public interest. (1980, 1988)	86
22		87
23	<b>A-8. Appointments by the President of the United</b>	88
24	<b>States</b>	89
25	The National Education Association believes that the need	90
26	for quality education demands that criteria for presidential	91
27	appointments in the field of education shall include a commit-	92
28	ment to public education and significant contributions to the	93
29	education community. Education employees should be included	94
30	in such appointments. (1970, 1990)	95
31		96
32	<b>A-9. Business Support for Public Education</b>	97
33	The National Education Association believes that the busi-	98
34	ness community and the Association should work cooperatively	99
35	in promoting, planning, implementing, and evaluating school-	100
36	community-business partnerships in the support of public	101
37	education.	102
38	The Association welcomes from the business commu-	103
39	nity supplementary activities such as cooperative programs,	104
40	resource assistance, release of employees for parent-teacher	105
41	conferences, funding for scholarships, and the donation of	106
42	specialized equipment.	107
43	The Association also believes that the use of programs that	108
44	involve the marketing and/or promoting of products that exploit	109
45	students and/or institutions should be prevented. (1984, 1996)	110
46		111
47	<b>A-10. School Boards</b>	112
48	The National Education Association believes that it is the	113
49	responsibility of school boards to provide a quality education	114
50	to each student within a school district. The Association also	115
51	believes that school boards must provide resources and support	116
52	so that each school in a district meets standards for educational	117
53	excellence. The Association further believes that school boards	118
54	must promote public understanding of the importance of public	119
55	education and the schools and programs within their school	120
56	districts.	121
57	The Association believes that the composition of school	122
58	boards must be representative of the population within the	123
59	school district, including minority groups; that board members	124
60	must be elected by the voters in the school district; and that	125
61	board members must be elected from representative districts.	126
62	The Association opposes federal, state, and local takeovers	127
63	of public schools, public school districts, and their govern-	128
64	ing boards. The Association also believes that the closing of	129
65	schools by school boards to avoid legislative corrective action is	130
	not in the best interest of students, parents, or school employ-	
	ees. The Association further believes that provisions should	
	be made for parents/guardians of students who are attending	
	school in a district other than their home district as part of a	
	court-ordered interdistrict busing plan to have substantive influ-	
	ence on board actions and policies.	
	The Association believes that student participation in a	
	school board's deliberative process should be encouraged, and	
	that student input in the voting process should be advisory	
	only. Wherever a school board includes student members, they	
	should be excluded from participating in discussions, receiv-	
	ing information, and voting on issues dealing with education	
	employees and items contained in negotiated agreements.	
	The Association further believes that school board meet-	
	ings must be held at times and places that allow education	
	employees, local affiliates, and the community to participate in	
	educational decision making. (1980, 2006)	
	<b>A-11. Use of Closed Public School Buildings</b>	
	The National Education Association believes that closed	
	public school buildings that have been deemed safe can be	
	used effectively for public preschool, day care, job training,	
	and adult education centers. The Association also believes that	
	closed public school buildings should be sold or leased only	
	to those organizations that do not provide direct educational	
	services to students and/or are not in direct competition with	
	public schools. (1982, 2000)	
	<b>A-12. Black Higher Education Institutions</b>	
	The National Education Association recognizes that histori-	
	cally Black institutions of higher education have played a vital	
	role in helping Americans in their efforts toward building a	
	truly pluralistic society.	
	The Association believes that the programs of historically	
	Black institutions should continue to be reviewed and updated	
	so that they maintain diverse and quality faculties and student	
	bodies.	
	The Association urges its affiliates to be in the forefront of	
	all efforts that seek to support, maintain, and promote these	
	invaluable institutions, their programs, and their full partici-	
	ipation in the mainstream of education. The Association also	
	believes that closing, downgrading, or merging historically	
	Black institutions is not in the best interest of the educational	
	community. (1980, 1995)	
	<b>A-13. School Accountability</b>	
	The National Education Association supports effective and	
	fair school accountability systems. The Association believes	
	that these systems must promote student excellence and growth	
	that reflect meaningful, high quality learning and ensure that	
	the best teaching practices are supported and utilized. The	
	Association also believes that the focus of the accountability	
	system must be on the school, not on individual stakeholders,	
	as the unit for evaluation and improvement of student learning.	
	Development and implementation of the accountability system	
	must ensure that the stakeholders at the school, district, state,	
	and national levels share the responsibility for establishing clear	
	goals, adopting high expectations for student learning, dem-	
	onstrating multiple methods of student success, and providing	
	adequate and equitable funding and support systems.	
	The Association further believes that a school accountability	
	system must—	
	a. Promote educational excellence	
	b. Ensure the alignment of standards, assessments, and	
	curricula	

1	c. Balance its focus on school context, process, and student performance	66
2		67
3	d. Set high standards for student learning, levels of support by each stakeholder, and clearly defined goals for the school as a unit	68
4		69
5		70
6	e. Provide for the development and implementation of a valid methodology for use as an assessment tool to determine the required funding necessary to enable all students to achieve educational excellence	71
7		72
8		73
9		74
10	f. Provide professional development for all education employees prior to implementation of the system	75
11		76
12	g. Use multiple assessment tools that are universally designed and sources of data that are meaningful, relevant, valid, and reliable	77
13		78
14		79
15	h. Include necessary accommodations and modifications to maximize the success of all students	80
16		81
17	i. Include measures to improve school accountability	82
18	j. Identify how the school as a unit achieves its goals	83
19	k. Identify the quality, quantity, and impact of support provided by each stakeholder	84
20		85
21	l. Identify and address the internal and external factors that impact student learning and development	86
22		87
23	m. Provide for the timely dissemination of assessment results to all stakeholders	88
24		89
25	n. Be applied in a fair and equitable manner	90
26	o. Include periodic evaluation and modification of the system	91
27		92
28	p. Provide for the development of a school improvement plan	93
29		94
30	q. Include a formal appeals process for every school that is being targeted with academic sanctions or any other form of takeover.	95
31		96
32		97
33	The Association believes that the school improvement process must, at a minimum—	98
34		99
35	a. Involve all school staff as active partners in the development of the plan	100
36		101
37	b. Provide the additional funding, resources, and assistance necessary to accomplish the plan	102
38		103
39	c. Identify the responsibilities of each stakeholder—students, education employees, parents/guardians, community members, government, policymakers, social agencies, and taxpayers—in the implementation of the plan	104
40		105
41		106
42		107
43		108
44	d. Provide time for planning, implementation, and reassessment	109
45		110
46	e. Be consistent with education employees' rights and responsibilities as set forth in laws, contracts, policies, and/or local agreement processes. (1971, 2010)	111
47		112
48		113
49		114
50	<b>FINANCING OF PUBLIC EDUCATION</b>	115
51		116
52	<b>A-14. Financial Support of Public Education</b>	117
53	The National Education Association believes that every state should ensure its students a quality education by providing the funding needed to enable all students to achieve educational excellence. Such an education requires adequate and equitable funding from public tax sources for schools to obtain the resources (e.g., personnel, programs, materials, buildings, and technology) to meet the needs of all students. The Association also believes that—	118
54		119
55		120
56		121
57		122
58		123
59		124
60		125
61	a. An increasing portion of public funds should be for direct instruction of students.	126
62		127
63	b. The amount of aid must be generally predictable for long-range planning and specifically predictable for year-to-year planning.	128
64		129
65		130
	c. Present programs of specific aid must be expanded and improved by consolidation and simplification of administration.	66
		67
		68
	d. Tax revision favorable to public education should be encouraged and continually reviewed at every governmental level.	69
		70
		71
	e. Local governing boards must be fiscally independent, and restrictive limits must not be imposed on their budgets or long-term borrowing.	72
		73
		74
	f. The state and local share of finance must be derived from a tax system that is balanced and complementary in nature, includes all broad-based taxes, reduces the excessive reliance on property taxes, and protects subsistence income.	75
		76
		77
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		79
	g. Provisions must be made for research, development, implementation, continuation, and improvement in education practices. Funding must be included for resources such as personnel, time for staff planning, training and professional development, facilities, equipment, and materials.	80
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		85
	h. State and federal mandates affecting public education programs must be accompanied by adequate and equitable funding.	86
		87
		88
	i. School trust lands must be administered with the generation of funds for public education as a primary goal and in a manner that ensures the sustainable use of those lands by current and future generations. State school trust funds should be fairly compensated by the federal government for school trust lands included in national parks, monuments, or wilderness areas.	89
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	j. Efforts should be made at the state and federal levels to ensure stable, adequate, and equitable funding of public schools historically receiving revenues derived from state and federal lands and natural resources. These efforts should include, but not be limited to, ensuring the sustainable use of these public lands and resources by current and future generations.	96
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		102
	k. Additional funding must be provided to cover the cost of achieving the goals of raising student performance, implementing new programs, and raising standards of student learning.	103
		104
		105
		106
	l. Funding should be greater for students facing social, economic, and/or education challenges.	107
		108
	m. Funds must be provided for programs to alleviate race, gender, and sexual orientation discrimination and to eliminate portrayal of race, gender, sexual orientation, and gender identification stereotypes in the public schools.	109
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		111
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		113
	n. Public funds must not be expended for any materials used to promote race, gender, or sexual orientation and gender identification stereotypes and/or biases.	114
		115
		116
		117
	o. Public funds must not be expended in institutions where either specific programs or the institution has been found guilty of discrimination.	118
		119
		120
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		122
		123
	q. Any institution, agency, or individual receiving financial aid from federal, state, or local governments must adhere to all applicable state and federal laws, rules, and regulations.	124
		125
		126
		127
	r. Full-day, every day kindergarten programs should be fully funded.	128
		129
		130

1	s. Federal, state, and, as appropriate, local governments	g. Categorical funding is assured in areas such as special	66
2	should provide funds sufficient to make pre-kindergarten	education, bilingual/English as a second language, and	67
3	available for all three- and four-year-old children.	the economically/educationally disadvantaged.	68
4	t. It is inappropriate to support the educational programs	The Association believes that federal monies budgeted	69
5	of a public school by the sale of non-nutritious foods and	for pre-K through adult education must be equitably and	70
6	beverages to students during the school day.	adequately expended for public education. The Association	71
7	u. Public funds should be based on student enrollment	opposes any federal legislation, laws, or regulations that provide	72
8	rather than student attendance.	funds, goods, or services to sectarian schools. The Association	73
9	The Association opposes providing any public revenues to	also opposes providing such funds, goods, or services to non-	74
10	pre-K through 12 schools for sectarian instruction. The Associa-	sectarian private schools or nonpublic school students in pre-K	75
11	tion also opposes providing such revenues to sectarian and non-	through adult education, unless those funds, goods, or services	76
12	sectarian pre-K through 12 private schools or to nonpublic school	are used for educational services that are not available in public	77
13	students in pre-K through 12 education, unless such revenues	schools to which students have reasonable access. The Associa-	78
14	are used for educational services that are not available in public	tion condemns and deplors federal policies and programs that	79
15	schools to which students have reasonable access. (1997, 2006)	serve to undermine America's historical commitment to free	80
16		public education. (1983, 2007)	81
17	<b>A-15. Federal Financial Support for Education</b>		82
18	The National Education Association believes that the federal	<b>A-16. School Trust Lands</b>	83
19	government has a legitimate and proper concern and responsi-	The National Education Association believes in providing	84
20	bility for the quality of public education provided to its citizens.	support to states with school trust lands to ensure that they	85
21	The federal government should—	are an important source of funding for public education. The	86
22	a. Ensure equity and adequacy of educational opportunity	Association supports providing such states with the assistance	87
23	for all	and guidance necessary to ensure the trust lands and perma-	88
24	b. Collect basic data to be used in public schools and	nent funds generate the maximum revenue possible for public	89
25	to engage in research, development, and consultation	education consistent with the sustainable use of those lands by	90
26	activities that support quality state and local education	current and future generations.	91
27	programs	The Association also believes that, to maximize educational	92
28	c. Grant supplemental aid to states that are not able to raise	dollars available to states and ensure a quality education sys-	93
29	adequate funds to provide all students with a high-quality	tem, revenue from trust lands should be used to supplement, not	94
30	education and to provide funding to support state and	supplant, revenue for general fund education budgets. (2008)	95
31	local government efforts in pursuit of national interests in		96
32	public education.	<b>A-17. Financial Support for Postsecondary</b>	97
33	Federal funding formulas should reflect the most current and	<b>Education</b>	98
34	accurate accounting of the public school population; measure-	The National Education Association supports the main-	99
35	ments of poverty; and the state's ability to raise adequate funds.	tenance and expansion of funding for postsecondary educa-	100
36	The Association also believes that funding for federal programs	tion, including programs of institutional and scholar support,	101
37	should be substantially increased, not merely redistributed	research grants, support for historically Black and developing	102
38	among states or other federal initiatives.	institutions, and student financial assistance to assure access	103
39	The Association further believes that there should be federal	and choice for all qualified students—regardless of personal	104
40	support for education whereby:	financial means—who wish to pursue postsecondary educa-	105
41	a. The federal government assumes a full partnership	tion. The Association believes that student need and enrollment	106
42	role with local school districts by providing significant	should be criteria for funding postsecondary education. The	107
43	levels of federal funding for elementary and secondary	Association also believes that need-based student financial	108
44	education through a program of general aid and categori-	assistance should be available through all postsecondary educa-	109
45	cal assistance along with the mandatory full funding of	tion institutions and governmental agencies. (1986, 1998)	110
46	mandated federal programs.		111
47	b. Federal education funding is clear and identifiable within	<b>A-18. Higher Education Research and Study</b>	112
48	the federal budget.	<b>Grants</b>	113
49	c. Federally funded instructional programs have maximum	The National Education Association believes that both the	114
50	teacher involvement in their development at the federal	governmental and private sectors should provide research and	115
51	level and must be implemented at the local level only	study grants to higher education faculties in all academic areas.	116
52	after the involvement and approval of the recognized	Such grants should be awarded on the basis of merit without	117
53	bargaining agent or local affiliate.	discrimination. The dissemination of grants should not be used	118
54	d. Advisory committees for federally funded programs	to influence university decisions and policies.	119
55	reflect the ethnic makeup of local communities and	The Association also believes that the process of study and	120
56	maintain a gender balance to ensure accountability and	research grants provided should not influence undergraduate or	121
57	equity. Parents/guardians, students, and educators should	graduate curricula until such time as the research is completed	122
58	be included as members of these committees.	and systematically integrated into the curricula.	123
59	e. The amount of aid is generally predictable for long-range	The Association further believes that our national economic	124
60	planning and specifically predictable for year-to-year	well-being is dependent upon the expansion of the highest	125
61	planning.	quality research and training in our professional and graduate	126
62	f. Federal legislation complies with civil rights statutes and	schools as well as the recruitment and training of a diverse and	127
63	is consistent with the constitutional provision respecting	highly skilled workforce.	128
64	the establishment of religion and provides for judicial	The Association believes that academic freedom applies to	129
65	review as to its constitutionality.	research and the dissemination of research results. (1985, 2001)	130

<b>1</b>	<b>A-19. Financial Crisis</b>		<b>66</b>
<b>2</b>	The National Education Association believes that free		
<b>3</b>	public education is in a financial crisis. The Association seeks		
<b>4</b>	to maintain and expand educational programs for students		
<b>5</b>	by advocating adequate and equitable public and legislative		
<b>6</b>	financial support. The Association also believes that quality		
<b>7</b>	education requires adequate personnel, teaching materials, and		
<b>8</b>	supplies as priorities to be considered in the event of financial		
<b>9</b>	crisis.		
<b>10</b>	The Association opposes the establishment of ad hoc class-		
<b>11</b>	rooms in the event of school closures. (1975, 2002)		
<b>12</b>			
<b>13</b>	<b>A-20. Public Education/National Defense</b>		
<b>14</b>	The National Education Association believes that main-		
<b>15</b>	tenance of a strong system of public education is paramount		
<b>16</b>	to maintaining a strong national defense. Whenever there is a		
<b>17</b>	redirection of resources from military purposes, the Associa-		
<b>18</b>	tion supports a policy of economic conversion to facilitate the		
<b>19</b>	orderly redirection of such resources to alternative civilian		
<b>20</b>	uses, with public education being one of the highest priorities.		
<b>21</b>	(1985, 2007)		
<b>22</b>			
<b>23</b>	<b>A-21. Federal Impact Aid</b>		
<b>24</b>	The National Education Association supports funding to		
<b>25</b>	maintain quality education for students in school districts		
<b>26</b>	impacted by federal policies, lands, activities, and installations.		
<b>27</b>	A financial crisis exists in many impacted areas because of		
<b>28</b>	insufficient, temporary, year-to-year appropriations.		
<b>29</b>	The Association urges a permanent solution to the financial		
<b>30</b>	problems of severely impacted school districts, ensuring federal		
<b>31</b>	support at least to the degree that their local revenues are		
<b>32</b>	impaired or their costs increased.		
<b>33</b>	The Association endorses the concept of a national pay-		
<b>34</b>	ments-in-lieu-of-taxes program. This endorsement does not		
<b>35</b>	affect the Association's continued support of current impact aid		
<b>36</b>	programs. The establishment of any payments-in-lieu program		
<b>37</b>	should not adversely affect any locality currently receiving		
<b>38</b>	impact aid. (1970, 1994)		
<b>39</b>			
<b>40</b>	<b>A-22. Educational/Economic Stability of States</b>		
<b>41</b>	The National Education Association believes that the edu-		
<b>42</b>	cational well-being of the country depends upon the economic		
<b>43</b>	health of each of the regions, states, and localities.		
<b>44</b>	The Association supports efforts to alleviate the effects of		
<b>45</b>	unemployment and supports retraining and appropriate job-		
<b>46</b>	creation legislation.		
<b>47</b>	The Association also supports efforts to correct policies that		
<b>48</b>	contribute to the particular economic difficulties of individual		
<b>49</b>	regions, states, and localities. (1981, 1993)		
<b>50</b>			
<b>51</b>	<b>A-23. Tax Reform</b>		
<b>52</b>	The National Education Association supports tax reform and		
<b>53</b>	believes that it should—		
<b>54</b>	a. Increase tax fairness and raise revenue necessary to		
<b>55</b>	finance quality public education and other public services		
<b>56</b>	b. Eliminate regulations that shift the tax burden to the less		
<b>57</b>	affluent		
<b>58</b>	c. Prevent excessive reliance on property tax or any other		
<b>59</b>	single tax		
<b>60</b>	d. Reflect the findings of comprehensive studies of the total		
<b>61</b>	individual and corporate tax burden		
<b>62</b>	e. Assure a tax burden distribution that reflects the ability		
<b>63</b>	to pay and that safeguards family subsistence		
<b>64</b>	f. Assure that statewide uniformity in property tax effort be		
<b>65</b>	required		
		g. Provide funding for public education that ensures	<b>66</b>
		adequacy and equity of resources	<b>67</b>
		h. Not be used to place arbitrary maximum limits on any	<b>68</b>
		state or local government's ability to spend or tax, par-	<b>69</b>
		ticularly since such limits have a negative impact on the	<b>70</b>
		full funding of schools	<b>71</b>
		i. Eliminate tax laws and rulings that are harmful to educa-	<b>72</b>
		tion employees and educational needs	<b>73</b>
		j. Attract expatriated business and investment to return to	<b>74</b>
		benefit our American economy	<b>75</b>
		k. Encourage penalties to corporations that move their	<b>76</b>
		interests abroad to avoid tax liabilities	<b>77</b>
		l. Provide for public funding of national political cam-	<b>78</b>
		paigns to enable greater equity in access to the political	<b>79</b>
		process	<b>80</b>
		m. Restructure the alternative minimum tax (AMT) by	<b>81</b>
		indexing it to inflation at the AMT's original level. (1978,	<b>82</b>
		2009)	<b>83</b>
			<b>84</b>
		<b>A-24. Privatization and Subcontracting Programs<sup>†</sup></b>	<b>85</b>
		The National Education Association believes in promot-	<b>86</b>
		ing the importance of quality public education, the principle	<b>87</b>
		of separation of church and state, the economic security of	<b>88</b>
		public education employees, and racial integration in the public	<b>89</b>
		schools.	<b>90</b>
		The Association opposes any privatization or subcontracting	<b>91</b>
		arrangement that—	<b>92</b>
		a. Has the potential to reduce the resources that otherwise	<b>93</b>
		would be available to achieve and/or maintain a system	<b>94</b>
		of quality public education or the potential to otherwise	<b>95</b>
		negatively impact on public education	<b>96</b>
		b. Allows public funds to be used for religious education or	<b>97</b>
		other religious purposes or that	<b>98</b>
		otherwise weakens the wall of separation between church	<b>99</b>
		and state	<b>100</b>
		c. Places the economic security of public education employ-	<b>101</b>
		ees at risk, without regard to individual job performance,	<b>102</b>
		so that the services in question can be performed by	<b>103</b>
		private sector employees	<b>104</b>
		d. Replaces services that are, or could feasibly be, provided	<b>105</b>
		by the public schools	<b>106</b>
		e. Has the purpose or effect of causing or maintaining	<b>107</b>
		racial segregation in the public schools	<b>108</b>
		f. Has not been agreed to by the affected affiliate. (2000)	<b>109</b>
			<b>110</b>
		<b>A-25. Voucher Plans and Tuition Tax Credits</b>	<b>111</b>
		The National Education Association believes that voucher	<b>112</b>
		plans, tuition tax credits, or other funding/financial arrange-	<b>113</b>
		ments that use tax monies to subsidize pre-K through 12 private	<b>114</b>
		school education can undermine public education; reduce the	<b>115</b>
		support needed to adequately fund public education; cause	<b>116</b>
		racial, economic, and social segregation of students; and	<b>117</b>
		threaten the constitutional separation of church and state that	<b>118</b>
		has been a cornerstone of American democracy.	<b>119</b>
		The Association opposes voucher plans, tuition tax credits,	<b>120</b>
		or other such funding arrangements that pay for students to	<b>121</b>
		attend sectarian schools. The Association also opposes any	<b>122</b>
		such arrangements that pay for students to attend nonsectarian	<b>123</b>
		pre-K through 12 private schools in order to obtain educational	<b>124</b>
		services that are available to them in public schools to which	<b>125</b>
		they have reasonable access.	<b>126</b>
			<b>127</b>
			<b>128</b>
			<b>129</b>
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<sup>†</sup> See the *NEA Handbook* for the Policy Statement on Privatization and Subcontracting adopted by the 2000 Representative Assembly.

1	The Association also believes that any private school or	66
2	agency that receives public funding through voucher plans,	67
3	tax credits, or other funding/financial arrangements must be	68
4	subject to all accountability measures and regulations required	69
5	of public schools. (1970, 2003)	70
6		71
7	<b>A-26. Deleterious Programs</b>	72
8	The National Education Association believes that tax credit	73
9	programs, management-by-objective systems, block grants, and	74
10	revenue sharing programs have at times been implemented in	75
11	ways that are harmful to public education. The Association also	76
12	believes that such programs should be monitored to prevent	77
13	such abuses. (1974, 2000)	78
14		79
15	<b>A-27. For-Profit Schools</b>	80
16	The National Education Association believes that there is	81
17	an inherent conflict between serving the needs of children and	82
18	serving the needs of stockholders in an educational setting, and	83
19	opposes education for profit. (2000)	84
20		85
21	<b>A-28. Funding for Extracurricular Programs</b>	86
22	The National Education Association believes that every	87
23	public school student must have an opportunity to participate in	88
24	school-sanctioned and funded extracurricular programs.	89
25	The Association urges that equitable funds for transpor-	90
26	tation, facilities, equipment, and remuneration of staff be	91
27	provided for all school-sanctioned extracurricular activities.	92
28	Funding should be equitably distributed between athletic and	93
29	nonathletic extracurricular activities. The Association also	94
30	believes that extracurricular fundraising is not an acceptable	95
31	substitute for district funding of extracurricular activities.	96
32	(1975, 2001)	97
33		98
34	<b>A-29. Local Education Foundations</b>	99
35	The National Education Association believes that local	100
36	education foundations (LEFs) can strengthen the educational	101
37	objectives of a school system by supporting programs that will	102
38	enhance the approved school curriculum. LEFs are nonprofit	103
39	organizations whose boards represent local community and	104
40	education leaders. Each LEF is unique in its operation with	105
41	the purpose of generating resources for local public education	106
42	programs.	107
43	The Association also believes that LEFs should be separate	108
44	from the local board of education and district administration	109
45	and must not supplant local budgets. The Association further	110
46	believes that education employees in positions within an LEF-	111
47	funded program must be a part of an existing collective bar-	112
48	gaining unit or, in nonbargaining jurisdictions, must be subject	113
49	to the existing legislation, employer policy, and/or other sources	114
50	that establish the terms and conditions of employment. The	115
51	Association believes that projects and programs developed by	116
52	LEFs must not replace current educational programs offered by	117
53	the district and must not displace members from assignments	118
54	held in the district. The district must be reimbursed for the use	119
55	of facilities, resources, or services at the full rate.	120
56	The Association also believes that LEFs should grant awards	121
57	to education employees in a fair, equitable, and nondiscrimina-	122
58	tory process. LEFs should establish, publish, and implement	123
59	clear guidelines for granting awards.	124
60	The Association further believes that education employ-	125
61	ees included in LEF grant programs must be protected from	126
62	reproach by school and/or community members. (2006, 2007)	127
63		128
64		129
65		130

## QUALITY EDUCATION

### A-30. Educational Bureaucracy

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

### A-31. Improving and Maintaining Educational Facilities

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

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

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

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

### A-32. Acceptable Charter Schools and Other Nontraditional Public School Options<sup>†</sup>

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

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

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

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

- a. Charter schools should serve as a laboratory for field-testing curricular and instructional innovations and/or to

<sup>†</sup> See the *NEA Handbook* for the Policy Statement on Charter Schools adopted by the 2001 Representative Assembly.

1	provide educational opportunities for students who cannot adequately be served in mainstream public schools.		
2			
3	b. Charter school programs must be qualitatively different from what is available in mainstream public schools and not just an avenue for parental choice.		
4			
5	c. Local school boards should be the only entity that can grant or renew charter applications.		
6			
7			
8	d. The criteria for granting a charter should include a description of clear objectives, missions, and goals.		
9			
10	Renewal of a charter should be contingent on the achievement of these objectives, missions, and goals.		
11			
12	e. Appeals of local school board decisions in charter applications should be made to a state education agency but appeals should be heard only on the grounds of arbitrary, capricious, or unreasonable decision making, not on the educational judgment of the local school board.		
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14			
15	f. Prior to employment at a charter school, educators should be given full disclosure with regard to working conditions, right of return, transfer rights, and financial implications.		
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20			
21	g. Private, for-profit entities should not be eligible to receive a charter.		
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23			
24	h. Charter schools should have a limited right to contract with for-profit entities for services only to the extent that mainstream public schools can do so.		
25			
26			
27	i. Charters should not be granted for the purpose of home schooling, including providing services over the Internet to home schooled students.		
28			
29			
30	j. Charter schools should be nonsectarian in nature.		
31			
32	k. Private schools should not be able to convert to charter school status. If state law allows such conversions, the chartering agency should ensure that the converted school is significantly different in student body, governance, and education program than its predecessor. This assurance should be especially vigorous in the case of schools with prior religious affiliation.		
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36			
37	l. Charters should be granted for a limited period, with five years being the norm, and should be opened within one year of the date the charter was granted.		
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39			
40	m. Charter schools should be monitored on a continuing basis and the charter should be subject to modification or revocation at any time if the children's or the public's interest is at stake.		
41			
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43			
44	n. Charters should not be granted unless the chartering agency is satisfied that adequate startup resources will be available.		
45			
46			
47	o. Charter schools should secure insurance for liability, financial loss, and property loss. A school district should not be responsible for debts of a charter school, except for debts previously agreed upon in writing by both the district and the governing body of the charter school.		
48			
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51			
52	p. School boards must be authorized to deny applications that do financial harm to the authorizing school districts.		
53			
54	Charter schools should be designed and operated in accordance with the following principles:		
55			
56	a. Charter schools may have flexibility within the requirements of law dealing with curriculum, instruction, staffing, budget, internal organization, calendar, and schedule.		
57			
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59			
60	b. Charter schools must meet the same requirements as mainstream public schools with regard to licensure/certification and other requirements of teachers and education employees, health and safety, public records and meetings, finance and auditing, student assessment, civil rights, and labor relations.		
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		c. Teachers and education support professionals should be considered public employees.	66
			67
		d. Teachers and education support professionals should have the same constitutional and statutory rights as other public employees.	68
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		e. Charter schools should be subject to the same public sector labor relations laws as mainstream public schools and charter school employees should have the same collective bargaining rights under law and local practice as their counterparts in mainstream public schools.	71
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		f. Students should not be charged tuition or required to pay a fee to attend a charter school.	76
			77
		g. Students should not be involuntarily assigned to attend a charter school.	78
			79
		h. Charter schools should have some discretion in selecting or rejecting students if they are designed to serve a targeted student population. Students shall not be screened on the basis of race, religion, gender, sexual orientation and/or gender identification, English-language proficiency, family income, athletic ability, special needs, parental involvement in school affairs, intellectual potential, academic achievement, or cost of educating the student. Indirect screening such as denying admission because of the cost of transportation of a student shall not be permitted.	80
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		i. Charter schools should meet the needs of at-risk students and those students requiring special education services.	91
			92
		j. The choice of employment at a charter school should be voluntary. Employees in conversion charter schools should be afforded an opportunity to transfer to a comparable position at another mainstream public school.	93
			94
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		k. Charter schools should not disproportionately divert resources from mainstream public schools. Charter schools should receive the same amount of money as a comparable mix of students in a mainstream public school. Adequate funds must be available for capital expenditures such as buildings and equipment that do not come from the operating budget of the charter school or the host district. (1993, 2010)	97
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		<b>A-33. Takeover of Public Schools or Public School Districts</b>	106
			107
		The National Education Association believes that the locally elected school board should govern the school district to provide an educational program designed to meet the needs of all students in the district. School boards of public school districts undergoing a program improvement process should maintain their authority over school district business as duly elected officials of the school district.	108
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		The Association also believes that if a takeover of a public school or a public school district occurs, current collective bargaining agreements and due process rights must be maintained. Employees of these public schools and public school districts should remain bargaining unit members of local, state, and national affiliates.	115
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		The Association further believes that federal, state, and local support should be given to public schools and public school districts undergoing a program improvement process. Support should also be provided by local and state affiliates, as well as the Association.	121
			122
			123
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			125
		The Association believes that if charter schools are created to replace public schools that have been taken over, they must follow all current laws regarding charter schools and comply with the Association's criteria for acceptable charter schools. (2006)	126
			127
			128
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1	<b>A-34. Federally or State-Mandated Choice/Parental Option Plans</b>	66
2		67
3	The National Education Association believes that federally	68
4	or state-mandated parental option or choice plans compromise	69
5	free, equitable, universal, and quality public education for every	70
6	student. Therefore, the Association opposes such federally or	
7	state-mandated choice or parental option plans.	
8	The Association also believes that local districts, in partner-	
9	ship with state and federal governments, must provide a quality	
10	education for every student by securing sufficient funding to	
11	maintain and enhance excellence in each local public school	
12	district.	
13	The Association supports alternative programs for specific	
14	purposes in the public schools. (1989, 2001)	
15		
16	<b>A-35. School Restructuring</b>	
17	The National Education Association believes that prior to	
18	consideration of school restructuring efforts, the school must	
19	have had access to adequate resources to implement school	
20	improvement plans. All school restructuring plans must employ	
21	an open democratic process that meaningfully involves local	
22	associations and other stakeholders in all decision making.	
23	Such efforts must—	
24	a. Adhere to collectively bargained labor agreements	
25	b. Comply with all appropriate school board policies	
26	c. Exhaust all viable evidence-based internal school	
27	improvement plans that address the needs of the whole	
28	child	
29	d. Identify, analyze, and evaluate the impact of restructur-	
30	ing and its funding	
31	e. Deliberate restructuring proposals in open meetings and	
32	public hearings. (2006, 2010)	
33		
34	<b>A-36. District Consolidation/Deconsolidation</b>	
35	The National Education Association believes that any	
36	proposal that calls for the consolidation/deconsolidation of dis-	
37	tricts should be brought forth by locally elected school boards	
38	of affected districts.	
39	The Association also believes that district consolidation/	
40	deconsolidation must employ a democratic process that mean-	
41	ingfully involves local associations and other stakeholders in all	
42	decision making.	
43	The Association further believes that if districts undergo	
44	consolidation/deconsolidation, all education employees in the	
45	new district(s) should be treated equitably with no reduction in	
46	the salary, benefits, protections, bargaining rights, or due pro-	
47	cess rights of the employees. Employees of these public school	
48	districts should remain bargaining unit members of local, state,	
49	and national affiliates. (2008)	
50		
51	<b>A-37. Media Utilization</b>	
52	The National Education Association believes that the broad-	
53	casting industry must serve the public interest and educational	
54	process. The Association encourages the creative and innova-	
55	tive use of media for improving instruction. It is essential that	
56	teachers or their designees have the right to record programs off	
57	the air and play them back on a delayed basis sufficient to meet	
58	the needs of effective teaching.	
59	The Association also believes that the Public Broadcasting	
60	Service (PBS), National Public Radio (NPR), and expand-	
61	ing cable television (CATV) should provide communication	
62	services for education. Federal regulations should guarantee	
63	the reservation of at least 20 percent of the channel capacity	
64	of CATV systems for public school access and other public	
65	purposes.	
	The Association urges its affiliates to become involved in	66
	the program development and utilization of each of these media	67
	resources. The Association also urges continued local, state, and	68
	federal financial support for public broadcasting. (1981, 1996)	69
		70
	<b>A-38. Community Education</b>	71
	The National Education Association believes that the con-	72
	cept of community education encourages schools to provide	73
	leadership in solving community problems.	74
	The Association urges its state affiliates to become involved	75
	in the promotion, expansion, and implementation of community	76
	education programs in their states. (1977, 1986)	77
		78
	<b>A-39. Rural Education</b>	79
	The National Education Association supports a strong rural	80
	educational system and the preservation of the community	81
	infrastructure in rural America.	82
	The Association believes that rural areas contain a range of	83
	conditions that make them unique and supports the develop-	84
	ment of programs that recognize and deal with rural needs.	85
	The Association recognizes that equal per pupil funding may	86
	not provide equal education. The Association also believes in	87
	equal educational programs and the equitable funding of such	88
	programs, and that neither should be dependent on geographi-	89
	cal location, density of population, or consolidation of rural	90
	schools. (1976, 1997)	91
		92
	<b>A-40. Urban Development</b>	93
	The National Education Association believes that profes-	94
	sional organizations should be concerned about the quality	95
	of life in our cities and should advocate policies or programs	96
	concerning land use, zoning, urban development, economic	97
	growth, plant closings, mass transit, rent subsidy, or other issues	98
	vitaly affecting patterns of community development and subse-	99
	quently the quality of education in our schools. (1974, 1988)	100
		101
	<b>A-41. U.S. Federal Schools</b>	102
	The National Education Association believes that all federal	103
	schools, except those under the control of the Bureau of Indian	104
	Affairs, should come under the auspices of the U.S. Department	105
	of Education.	106
	The Association also believes that all dependents of U.S.	107
	government employees in Department of Defense Education	108
	Activity (DoDEA) schools should be afforded the opportunity	109
	to attend such schools and opposes any attempt by Congress to	110
	privatize these federal schools. (1980, 2002)	111
		112
	<b>B. ADVANCE THE CAUSE OF PUBLIC EDUCATION FOR ALL INDIVIDUALS</b>	113
		114
		115
	<b>LIFELONG LEARNING</b>	116
		117
	<b>B-1. Early Childhood Education†</b>	118
	The National Education Association supports early child-	119
	hood education programs in the public schools for children	120
	from birth through age eight. The Association also supports a	121
	high-quality program of transition from home and/or preschool	122
	to the public kindergarten or first grade. This transition should	123
	include communication and cooperation among parents/guard-	124
	ians, the preschool staff, and the public school staff. The Asso-	125
	ciation believes that such programs should be held in facilities	126
	that are appropriate to the developmental needs of these	127
		128
		129
	† See the NEA Handbook for the Policy Statement on Kindergarten and Pre- Kindergarten adopted by the 2002 Representative Assembly.	130



1	children. The Association also believes that early childhood	66
2	education programs should include a full continuum of services	67
3	for parents/guardians and children, including child-care, child	68
4	development, developmentally appropriate and diversity-based	69
5	curricula, special education, and appropriate bias-free screen-	70
6	ing devices. Early childhood education programs also must be	71
7	sensitive to and meet the physical, social, mental, and emotional	72
8	health and nutritional needs of children.	73
9	The Association further believes that early childhood educa-	74
10	tion programs should maintain small group size with appropri-	75
11	ate staff/child ratios for each age level. These programs must be	76
12	staffed by the appropriate ratio of teachers, administrators, and	77
13	support staff who are prepared in early childhood education	78
14	and child development. When two half-day sessions are taught	79
15	by one teacher, the total class load for both sessions should	80
16	not exceed the number of students in a first-grade class. Males	81
17	should be encouraged and recruited to enter and be actively	82
18	involved in early childhood education. Preparation programs	83
19	for staff should lead to credentials consistent with the educa-	84
20	tional standards in each state.	85
21	The Association recognizes the value of quality early child-	86
22	hood education programs in preparing young children to enter	87
23	school ready to learn. High quality early childhood programs	88
24	should be staffed by teachers, administrators, and education	89
25	support professionals who possess a deep understanding of	90
26	child development and specialized training in early childhood	91
27	education. To provide the quality of early education and care	92
28	necessary to prepare children for success in school, we recom-	93
29	mend that—	94
30	a. All teachers working in publicly funded preschool pro-	95
31	grams hold a bachelor's degree in child development and/	96
32	or early childhood education	97
33	b. All instructional assistants working in publicly funded	98
34	preschool programs hold an Associate's degree in child	99
35	development or early childhood education	100
36	c. Lead teachers in private child care centers hold a mini-	101
37	imum of an Associate's degree in child development or	102
38	early childhood education	103
39	d. All teaching assistants in private child care centers hold	104
40	a minimum of a Child Development Associate (CDA)	105
41	or a state-issued certificate that meets or exceeds CDA	106
42	requirements.	107
43	States should develop incentives and supports to enable	108
44	teachers and education support professionals currently work-	109
45	ing in early childhood programs to obtain the recommended	110
46	credentials without compromising the quality of education and	111
47	care that children receive and without substantially increasing	112
48	the cost of care to parents.	113
49	The Association also recognizes the importance of parental	114
50	involvement in a child's development. The Association fur-	115
51	ther supports the provision of training programs that prepare	116
52	parents/guardians to take an active role in the child's education.	117
53	These programs should provide an awareness of the expecta-	118
54	tions that will be placed on the child as well as familiarization	119
55	with new policies and procedures that the child will experience	120
56	in the new environment.	121
57	The Association believes that federal legislation should	122
58	be enacted to assist in organizing the implementation of fully	123
59	funded early childhood education programs offered through	124
60	the public schools. These programs must be available to all	125
61	children on an equal basis and should include mandatory kin-	126
62	dergarten with compulsory attendance.	127
63	The Association supports regulations requiring children	128
64	starting kindergarten to have reached age five at the beginning	129
65	of a kindergarten program.	130
	The Association advocates the establishment of fully funded	66
	early childhood special education programs. These programs	67
	and necessary services should be readily accessible for children	68
	with disabilities and staffed by certified/licensed teachers,	69
	qualified support staff, and therapists. (1975, 2009)	70
	<b>B-2. Independent Reading Skills</b>	72
	The National Education Association believes that it is critical	73
	that students become independent readers to succeed in school	74
	and life. Reading instruction, with appropriate intervention,	75
	especially in the early grades, is essential for learning in all	76
	content areas and for achieving high standards. Teachers at all	77
	levels should be provided adequate resources, including a fully	78
	funded and staffed school library media center, and encouraged	79
	to use their expertise to address the diverse needs of students.	80
	The Association also believes that the acquisition of the	81
	primary language spoken within the home is the foundation	82
	for reading skills development. Emerging literacy skills begin	83
	with the interaction and communication between children and	84
	adults. An increased number of words spoken to a child during	85
	language development increases future reading proficiency.	86
	The Association further believes that schools and communities	87
	should work together in raising awareness of the link between	88
	language development and reading skills acquisition.	89
	The Association believes that teachers' efforts to value and	90
	promote reading should be supported by parents/guardians,	91
	school library media specialists, other education employees,	92
	and communities. (1998, 2009)	93
	<b>B-3. Effective Communication</b>	95
	The National Education Association believes that it is criti-	96
	cal that students become effective communicators in school and	97
	in life. Effective communication includes the written word, the	98
	spoken word, and all other forms of expression. Communica-	99
	tion instruction is essential for learning in all content areas and	100
	for achieving high standards. Educators should be provided	101
	adequate resources and encouraged to use their expertise to	102
	address the diverse needs of students.	103
	The Association also believes that educators' efforts to value	104
	and promote effective communication should be supported by	105
	parents/guardians, administrators, other education employees,	106
	and communities. (2009)	107
	<b>B-4. Middle School and Junior High School Programs</b>	109
	The National Education Association recognizes the aca-	111
	demic, personal, and special needs of the early adolescent or	112
	middle school learner.	113
	The Association encourages development of a curriculum	114
	that establishes realistic academic challenges that include char-	115
	acter development, career, vocational, and technical explora-	116
	tion, and self-awareness that foster positive self-esteem.	117
	The Association also encourages the development of guid-	118
	ance and counseling programs that stimulate parental and com-	119
	munity involvement, and promote health services. (1976, 2010)	120
	<b>B-5. Color Vision Deficient Students</b>	122
	The National Education Association believes that the needs	123
	of all students, including color vision deficient students, must	124
	be met. All educational materials that use color coding for	125
	referencing information should be accompanied by an alternate	126
	method of identifying these items of information such as num-	127
	bering or labeling the names of each color.	128
	The Association encourages preservice preparation and staff	129
	development for education employees that present strategies	130

1	for working with color vision deficient students. Such training	
2	should also address sensitizing instructional staff to the needs	
3	of color vision deficient students. (2004, 2005)	
4		
5	<b>B-6. Dropout Prevention</b>	
6	The National Education Association believes high school	
7	graduation must be a federal, state, and local priority.	
8	The Association also believes that education systems should	
9	collaborate with parents/guardians and the broader community.	
10	Together, they should provide intervention, social/emotional	
11	and legal support, academic assistance, and career programs to	
12	ensure that pre-K through 12 students remain in school through	
13	the completion of high school graduation requirements.	
14	The Association further believes that the disaggregation	
15	of graduation rate data is essential to identify and to target	
16	for appropriate interventions highly impacted groups for high	
17	school completion. (2008, 2010)	
18		
19	<b>B-7. Expanding Student Graduation and Promo-</b>	
20	<b>tion Options</b>	
21	The National Education Association believes that public	
22	high schools should expand graduation and promotion options	
23	for students and create partnerships with colleges, alternative	
24	schools, and vocational, career and technical programs.	
25	The Association also believes that states and local school	
26	districts should employ multiple options in determining gradua-	
27	tion and promotion requirements.	
28	The Association further believes that these options serve as	
29	valid indicators of readiness for postsecondary opportunities.	
30	(2008)	
31		
32	<b>B-8. High School Diploma/Equivalency</b>	
33	The National Education Association supports the concept of	
34	a high school education for all and believes that every student	
35	should earn a high school diploma or its equivalent. The	
36	Association also believes in the value of academic prepara-	
37	tion, school attendance, and social interaction for meeting the	
38	requirements of high school graduation.	
39	The Association further believes that high school equiva-	
40	lency testing can be misused and can have a negative impact on	
41	secondary education. The Association recognizes that in some	
42	instances the use of high school equivalency tests is acceptable	
43	when the best interests of the students are served.	
44	The Association believes that any state or district plan to	
45	use equivalency testing as the basis for qualification for a high	
46	school diploma should be developed cooperatively by class-	
47	room teachers, administrators, and governing boards. The plan	
48	should include provisions for recommendations from the local	
49	school faculty. Recommendations should be based, at a mini-	
50	imum, upon achievement record, ability, and age; and should be	
51	developmentally appropriate for the student. (1976, 1995)	
52		
53	<b>B-9. Adult Education</b>	
54	The National Education Association supports adult educa-	
55	tion programs that provide lifelong educational and career	
56	opportunities. The Association recognizes the importance of	
57	high school completion, English language acquisition, par-	
58	enting education, career training, and other adult education	
59	programs that provide students with an opportunity to become	
60	productive, effective, and responsible parents, citizens, and	
61	community members.	
62	The Association believes that to have access to adult educa-	
63	tion programs, adult education students with minor children	
64	should have child care available at their educational sites during	
65	class time. (2006, 2008)	
	<b>B-10. Higher Education</b>	66
	The National Education Association supports higher educa-	67
	tion as an essential part of the education process. The Associa-	68
	tion believes that postsecondary education serves an invaluable	69
	function for intellectual development, research and scholarship,	70
	career preparation, and preparation for life.	71
	The Association also supports access to postsecondary	72
	programs for all qualified students without regard to age,	73
	gender, sexual orientation, gender identification, disability, race,	74
	military registration status, or ability to pay. The Association	75
	also believes that postsecondary institutions should not penal-	76
	ize degree-holding students who return to upgrade or develop	77
	new skills.	78
	The Association further supports fully funded, guaranteed	79
	student loan and grant programs, including fully funded health	80
	care insurance. Guaranteed loans should be made available for	81
	all students. Criteria for grants should include the total financial	82
	situation of the family, other family members currently enrolled	83
	in institutions of higher education, and parents'/guardians' abil-	84
	ity to contribute financially.	85
	The Association further believes that clear admission and	86
	graduation standards, careful student counseling, tutorial and	87
	other support services, the right to complete coursework dur-	88
	ing or after the quarter/semester missed due to documented	89
	extended illness, active participation of students in their	90
	own learning, and a thoughtfully articulated curriculum can	91
	significantly help increase the number of students successfully	92
	completing their degrees.	93
	The Association believes that all courses must be offered	94
	with sufficient frequency and with a sufficient number of sec-	95
	tions to enable students to graduate within the time prescribed	96
	for each program. (1980, 2002)	97
		98
	<b>EDUCATIONAL EQUITY</b>	99
		100
	<b>B-11. Class Size</b>	101
	The National Education Association believes that excellence	102
	in the classroom can best be attained by small class size.	103
	The Association also believes in an optimum class size of	104
	fifteen students in regular programs and a proportionately lower	105
	number in programs for students with exceptional needs. Class	106
	size maximums must be based on the type of students, subject	107
	area content, physical facilities, and other criteria. Weighted	108
	class size formulas should be implemented to reflect the inclu-	109
	sion of exceptional students. State departments of education	110
	should collect and report class size data that reflect the class	111
	size experienced by most students. (1982, 1997)	112
		113
	<b>B-12. Diversity</b>	114
	The National Education Association believes that a diverse	115
	society enriches all individuals. Similarities and differences	116
	among race, ethnicity, color, national origin, language, geo-	117
	graphic location, religion, gender, sexual orientation, gender	118
	identification, age, physical ability, size, occupation, and mari-	119
	tal, parental, or economic status form the fabric of a society.	120
	The Association also believes that education should foster	121
	the values of appreciation and acceptance of the various quali-	122
	ties that pertain to people as individuals and as members of	123
	diverse populations.	124
	The Association further believes in the importance of obser-	125
	ances, programs, and curricula that accurately portray and	126
	recognize the roles, contributions, cultures, and history of these	127
	diverse groups and individuals.	128
	The Association encourages affiliates and members to	129
	become part of programs and observances that may include	130

1	cultural and heritage celebrations and/or history months. (1995,		
2	2002)		
3			
4	<b>B-13. Racial Diversity Within Student Populations</b>		
5	The National Education Association believes that a racially		
6	diverse student population is essential for all elementary/sec-		
7	ondary schools, colleges, and universities to promote racial		
8	acceptance, improve academic performance, and foster a robust		
9	exchange of ideas. The Association also believes that a racially		
10	diverse student population may not be achieved or maintained		
11	in all cases simply by ending discriminatory practices and		
12	treating all students equally regardless of race.		
13	The Association further believes that, to achieve or maintain		
14	racial diversity, it may be necessary for elementary/secondary		
15	schools, colleges, and universities to take race into account in		
16	making decisions as to student admissions, assignments, and/or		
17	transfers. (1999)		
18			
19	<b>B-14. Racism, Sexism, Sexual Orientation, and</b>		
20	<b>Gender Identification Discrimination</b>		
21	The National Education Association believes in the equality		
22	of all individuals. Discrimination and stereotyping based on		
23	such factors as race, gender, sexual orientation, gender identifi-		
24	cation, disability, ethnicity, immigration status, occupation, and		
25	religion must be eliminated.		
26	The Association also believes that these factors should not		
27	affect the legal rights and obligations of the partners in a legally		
28	recognized domestic partnership, civil union, or marriage in		
29	regard to matters involving the other partner, such as medical		
30	decisions, taxes, inheritance, adoption, and immigration.		
31	The Association further believes that plans, activities, and		
32	programs for education employees, students, parents/guardians,		
33	and the community should be developed to identify and elimi-		
34	nate discrimination and stereotyping in all educational settings.		
35	Such plans, activities, and programs must—		
36	a. Increase respect, understanding, acceptance, and sensi-		
37	tivity toward individuals and groups in a diverse society		
38	composed of such groups as American Indians/Alaska		
39	Natives, Asians, Native Hawaiian or other Pacific Island-		
40	ers, Blacks, Hispanics, women, gays, lesbians, bisexuals,		
41	transgender persons, and people with disabilities		
42	b. Eliminate discrimination and stereotyping in curricula,		
43	textbooks, resource and instructional materials, activities,		
44	etc.		
45	c. Foster the dissemination and use of nondiscriminatory		
46	and nonstereotypical language, resources, practices, and		
47	activities		
48	d. Eliminate institutional discrimination		
49	e. Integrate an accurate portrayal of the roles and contribu-		
50	tions of all groups throughout history across curricula,		
51	particularly groups that have been underrepresented		
52	historically		
53	f. Identify how prejudice, stereotyping, and discrimination		
54	have limited the roles and contributions of individuals		
55	and groups, and how these limitations have challenged		
56	and continue to challenge our society		
57	g. Eliminate subtle practices that favor the education of one		
58	student over another on the basis of race, gender, sexual		
59	orientation, gender identification, disability, ethnicity, or		
60	religion		
61	h. Encourage all members of the educational community to		
62	examine assumptions and prejudices, including, but not		
63	limited to, racism, sexism, and homophobia, that might		
64	limit the opportunities and growth of students and educa-		
65	tion employees		
		i. Offer positive and diverse role models in our society,	66
		including the recruitment, hiring, and promotion of	67
		diverse education employees in our public schools	68
		j. Coordinate with organizations and concerned agencies	69
		that promote the contributions, heritage, culture, history,	70
		and special health and care needs of diverse population	71
		groups	72
		k. Promote a safe and inclusive environment for all.	73
		The Association encourages its affiliates to develop and	74
		implement training programs on these matters. (1996, 2006)	75
			76
	<b>B-15. American Indian/Alaska Native Education</b>		77
	The National Education Association recognizes that the		78
	complex and diverse needs of American Indian/Alaska Native		79
	children require the direct involvement of parents/guardians,		80
	Native educators, tribal leaders, and other Native groups in		81
	developing programs that preserve the rich heritage of their		82
	cultures.		83
	The Association believes that funding for American Indian/		84
	Alaska Native education must provide for improvements. The		85
	Association supports the movement toward self-determination		86
	by American Indians/Alaska Natives provided that such		87
	programs are voluntary. Any termination of federal support as		88
	either a direct or an indirect result of efforts to extend self-		89
	determination is opposed.		90
	The Association also believes in efforts that provide for—		91
	a. Involvement and control of the education of American		92
	Indian/Alaska Native students by their		93
	parents/guardians, communities, and educators		94
	b. Opportunities for higher education for all American		95
	Indian/Alaska Native students through direct governmen-		96
	tal assistance in graduate and undergraduate programs		97
	c. Involvement of American Indians/Alaska Natives in lob-		98
	bying efforts for federal programs		99
	d. Protection and maintenance of the integrity of American		100
	Indian/Alaska Native families and their tribal cultures so		101
	that, if a child has to be removed from his or her home,		102
	placement should be determined by the child's tribe		103
	e. Recognition of American Indian/Alaska Native educators		104
	as role models		105
	f. Involvement of American Indians/Alaska Natives in		106
	professional development programs dealing with cultural		107
	pluralism and Native values		108
	g. American Indian/Alaska Native involvement in develop-		109
	ing multicultural learning centers at higher education		110
	institutions		111
	h. English proficiency programs that are designed to meet		112
	the language needs of American		113
	Indian/Alaska Native students		114
	i. Instruction in treaty rights and traditional hunting, fish-		115
	ing, and gathering practices by American Indians/Alaska		116
	Natives		117
	j. Assistance to affiliates in meeting the educational needs		118
	of American Indian/Alaska Native		119
	students		120
	k. Coordination with American Indian/Alaska Native		121
	organizations and concerned agencies that promote the		122
	values, heritage, language, culture, and history of Ameri-		123
	can Indian/Alaska Native peoples		124
	l. Dissemination of information and programs that include		125
	the values, heritage, language, culture, and history of		126
	American Indians/Alaska Natives		127
	m. Control of Native lands by American Indians/Alaska		128
	Natives. (1976, 2000)		129
			130

<b>1</b>	<b>B-16. Hispanic Education</b>		
<b>2</b>	The National Education Association recognizes that the complex and diverse needs of Hispanic children require the direct involvement of Hispanic educators, parents/guardians, and community leaders in developing programs that meet the cultural, language, and learning characteristics of these children.		
<b>3</b>			
<b>4</b>			
<b>5</b>			
<b>6</b>			
<b>7</b>	The Association believes in efforts that provide for—		
<b>8</b>	a. Programs establishing appropriate educational opportunities for Hispanic students		
<b>9</b>			
<b>10</b>	b. Grants and scholarships for higher education that will facilitate the recruitment, entry, and retention of Hispanics		
<b>11</b>			
<b>12</b>	c. Recognition of Hispanic educators as role models		
<b>13</b>	d. Hiring and promotion of Hispanic educators at all levels of the education profession		
<b>14</b>			
<b>15</b>	e. The recruitment, training, and employment of bilingual teachers, counselors, and other professional and support staff to meet the needs of Hispanic students		
<b>16</b>			
<b>17</b>	f. English proficiency programs that are designed to meet the language needs of Hispanic students		
<b>18</b>			
<b>19</b>	g. Dissemination of information and programs that include the values, heritage, language, culture, and history of Hispanics		
<b>20</b>			
<b>21</b>			
<b>22</b>			
<b>23</b>	h. Assistance to affiliates in meeting the educational needs of Hispanic students		
<b>24</b>			
<b>25</b>	i. English proficiency programs that are designed to meet the needs of Hispanic students		
<b>26</b>			
<b>27</b>	j. Involvement of Hispanics in lobbying efforts for federal programs		
<b>28</b>			
<b>29</b>	k. Involvement of Hispanic educators in developing educational materials used in classroom instruction		
<b>30</b>			
<b>31</b>	l. Coordination with Hispanic organizations and concerned agencies that promote the values, language, culture, and history of Hispanics		
<b>32</b>			
<b>33</b>			
<b>34</b>	m. Involvement of Hispanics in professional development programs dealing with cultural pluralism and Hispanic values		
<b>35</b>			
<b>36</b>			
<b>37</b>	n. Opposition to the resegregation of the public schools through overrepresentation in special education programs and underrepresentation in gifted programs		
<b>38</b>			
<b>39</b>			
<b>40</b>	o. Programs that address the alarming dropout rates of male students and the disproportionate teen pregnancy rate of Hispanic female students and encourage continuing education.		
<b>41</b>			
<b>42</b>			
<b>43</b>			
<b>44</b>	p. Protection of ethnic studies undergraduate programs at universities and community colleges, and course offerings at the high school level.		
<b>45</b>			
<b>46</b>			
<b>47</b>	The responsibility for developing and implementing programs for Hispanic children should be realized by state and local agencies, regardless of the availability of federal funds. (1972, 2010)		
<b>48</b>			
<b>49</b>			
<b>50</b>			
<b>51</b>			
<b>52</b>	<b>B-17. Asian and Native Hawaiian or Other Pacific Islander Education</b>		
<b>53</b>			
<b>54</b>	The National Education Association recognizes that the complex and diverse needs of Asian and Native Hawaiian or other Pacific Islander children require the direct involvement of Asian and Native Hawaiian or other Pacific Islander educators, parents/guardians, and community leaders in the development of programs that preserve the rich heritage of their cultures.		
<b>55</b>			
<b>56</b>			
<b>57</b>			
<b>58</b>			
<b>59</b>	The Association believes in efforts that provide for the—		
<b>60</b>			
<b>61</b>	a. Preservice and continuing education of teachers		
<b>62</b>			
<b>63</b>	b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Asian and Native Hawaiian or other Pacific Islander students		
<b>64</b>			
<b>65</b>			
		c. Education of Asian and Native Hawaiian or other Pacific Islander adult refugees	<b>66</b>
			<b>67</b>
		d. Dissemination of programs and information that include the values, heritage, language, culture, and history of Asian and Native Hawaiian or other Pacific Islanders	<b>68</b>
			<b>69</b>
			<b>70</b>
		e. Recognition of Asian and Native Hawaiian or other Pacific Islander educators as role models.	<b>71</b>
			<b>72</b>
		The Association encourages opportunities to preserve, promote, and perpetuate Asian and Native Hawaiian or other Pacific Islander heritage and culture. (1979, 2007)	<b>73</b>
			<b>74</b>
			<b>75</b>
			<b>76</b>
		<b>B-18. Micronesian Education</b>	<b>77</b>
		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.	<b>78</b>
			<b>79</b>
			<b>80</b>
			<b>81</b>
			<b>82</b>
			<b>83</b>
		The Association believes in efforts that provide for—	<b>84</b>
		a. Programs establishing appropriate educational opportunities for Micronesian students	<b>85</b>
			<b>86</b>
		b. Development of curriculum and instructional materials and programs, including English proficiency programs that are designed to meet the language needs of Micronesian students	<b>87</b>
			<b>88</b>
			<b>89</b>
		c. Development of relationship-building and culturally cohesive frameworks designed to meet the needs of Micronesians in the school, home, and work environment	<b>90</b>
			<b>91</b>
			<b>92</b>
		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	<b>93</b>
			<b>94</b>
			<b>95</b>
			<b>96</b>
			<b>97</b>
		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	<b>98</b>
			<b>99</b>
			<b>100</b>
			<b>101</b>
			<b>102</b>
		f. Assistance to affiliates in meeting the educational needs of Micronesian students	<b>103</b>
			<b>104</b>
		g. Opportunities for higher education for all Micronesian students through direct and indirect governmental assistance in graduate and undergraduate programs.	<b>105</b>
			<b>106</b>
			<b>107</b>
		The Association encourages opportunities to preserve, promote, and perpetuate Micronesian heritage and culture. (2008)	<b>108</b>
			<b>109</b>
			<b>110</b>
		<b>B-19. Black American Education</b>	<b>111</b>
		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.	<b>112</b>
			<b>113</b>
			<b>114</b>
			<b>115</b>
			<b>116</b>
		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.	<b>117</b>
			<b>118</b>
			<b>119</b>
			<b>120</b>
			<b>121</b>
			<b>122</b>
			<b>123</b>
			<b>124</b>
		The Association further believes in efforts that provide for—	<b>125</b>
		a. The preservation of Black heritage and culture	<b>126</b>
			<b>127</b>
		b. Funding of scholarships to facilitate the entry of Black students into the teaching profession	<b>128</b>
			<b>129</b>
		c. Recognition of Black educators as role models	<b>130</b>

1	d. Recruitment, hiring, retention, and promotion of Black	66
2	educators, especially Black males at all levels of the	67
3	education profession	68
4	e. Involvement of Black educators in developing educa-	69
5	tional materials used in classroom instruction	70
6	f. English proficiency programs in the regular instructional	71
7	process for those Black students	72
8	experiencing difficulty with standard English	73
9	g. Programs that address the alarming dropout rate among	74
10	Black male students and the	75
11	disproportionate teen pregnancy rate among Black	76
12	female students and encourage continued	77
13	education, thereby increasing their participation in the	78
14	work force	79
15	h. Development of athletic programs that promote educa-	80
16	tional excellence, not just athletic power	81
17	i. Opposition to the resegregation of the public schools	82
18	through special classes, or through overrepresentation in	83
19	special education programs and underrepresentation in	84
20	gifted programs	85
21	j. Dissemination of information and programs that include	86
22	the values, heritage, language, culture, and history of	87
23	Black Americans	88
24	k. Protection of ethnic studies undergraduate programs at	89
25	universities and community colleges, and course offer-	90
26	ings at the high school level. (1981, 2010)	91
27		
28	<b>B-20. Discriminatory Academic Tracking</b>	92
29	The National Education Association believes that the use of	93
30	discriminatory academic tracking based on economic status,	94
31	ethnicity, race, or gender must be eliminated in all public	95
32	school settings. The Association urges its affiliates to oppose	96
33	these practices. (1988, 2005)	97
34		98
35	<b>B-21. Equal Opportunities Through Mathematics</b>	99
36	<b>and Science Education</b>	100
37	The National Education Association believes that mathemat-	101
38	ics and science education provide women and minorities access	102
39	to equal opportunities and equitable treatment for employment	103
40	in mathematics and science-related careers.	104
41	The Association supports the development and maintenance	105
42	of gender-free and culturally unbiased mathematics and sci-	106
43	ence programs. The Association encourages the recruitment	107
44	of females and minorities to enroll and participate actively in	108
45	mathematics and science courses and/or to become profession-	109
46	als in those fields. (1992, 1999)	110
47		111
48	<b>B-22. Left-Handed Students</b>	112
49	The National Education Association believes that the needs	113
50	of all students, including left-handed students, should be met.	114
51	The Association also believes that appropriate governing agen-	115
52	cies should provide desks, scissors, and all other materials and	116
53	instruments necessary for left-handed students to achieve on an	117
54	equal basis with right-handed students.	118
55	The Association strongly recommends preservice prepara-	119
56	tion and staff development for education employees that present	120
57	strategies for handwriting instruction to left-handed students.	121
58	Such training should also address sensitizing instructional staff	122
59	to the needs of left-handed students. (1979, 2001)	123
60		124
61	<b>B-23. Student Peer Mentoring Programs</b>	125
62	The National Education Association supports student peer	126
63	mentoring programs that provide incoming students the oppor-	127
64	tunity to make a smooth transition to new schools. The Asso-	128
65	ciation believes that student peer mentoring programs should	129
		130
	be supervised by appropriate staff and/or administration. Such	
	programs should be student-based and ongoing. (2004)	
	<b>B-24. Education of Refugee and Undocu-</b>	
	<b>mented Children and Children of Undocumented</b>	
	<b>Immigrants</b>	
	The National Education Association believes that, regardless	
	of the immigration status of students or their parents, every stu-	
	dent has the right to a free public education in an environment	
	free from harassment. The Association opposes Immigration	
	and Customs Enforcement (ICE) operations on school prop-	
	erty. The Association supports access to higher education for	
	undocumented students and access to financial aid and in-state	
	tuition to state colleges and universities in the states where they	
	reside. The Association also believes that neither educational	
	systems nor their employees are responsible for the determina-	
	tion and enforcement of legal residency status.	
	The Association further believes that students who have	
	resided in the United States for at least five years at the time	
	of high school graduation should not be held responsible for	
	decisions they were not legally able to make but rather should	
	be granted legal residency status, and allowed to apply for U.S.	
	citizenship, and that legalization not be used as an incentive for	
	or be dependent on military service. (1980, 2008)	
	<b>B-25. Education of Migrants</b>	
	The National Education Association believes that migrant	
	workers and their children are entitled to educational opportu-	
	nities that address their diverse and unique educational needs.	
	The Association advocates the implementation of bilingual/	
	bicultural and remedial instructional programs that address the	
	individual instructional needs of migrant students in the United	
	States, regardless of the availability of federal and state funds	
	to support such programs. (1975, 1996)	
	<b>B-26. Communication Between Educators and</b>	
	<b>Non-English Speaking Parents, Guardians, and</b>	
	<b>Caregivers</b>	
	The National Education Association believes that meaning-	
	ful communication between educators and parents, guardians,	
	and caregivers who lack English language proficiency is neces-	
	sary to assist in their children's development and the family's	
	integration into United States society. Such communication is	
	especially important when communicating educational plans	
	for students with special needs.	
	The Association also believes that school districts should	
	compile a directory of individuals fluent in specific languages	
	who could be available to translate when necessary.	
	The Association further believes that educators who fulfill	
	the role of translator beyond the scope of their normal duties	
	should be compensated at their equivalent hourly rate. (2005)	
	<b>B-27. Equity for Incarcerated Persons</b>	
	The National Education Association believes that incar-	
	cerated persons, regardless of gender or age, are entitled to	
	equal access to medical and mental health services as well as	
	educational, recreational, and rehabilitative programs within all	
	correctional systems.	
	The Association also believes that when a student is	
	incarcerated and has been identified as having a disability by	
	standards of the Individuals with Disabilities Education Act	
	or a 504 plan, the plans for the student should be implemented	
	during the duration of the incarceration. (1990, 2007)	

1	<b>SPECIFIC PROGRAMS FOR INDIVIDUALS</b>	
2		
3	<b>B-28. Alternative Programs for At-Risk and/or</b>	
4	<b>Students With Special Needs</b>	
5	The National Education Association recognizes that there	
6	must be increased development and maintenance of alternative	
7	programs to meet the needs of at-risk and/or students with spe-	
8	cial needs, pre-K through adult. The Association recommends	
9	early access to intervening services and appropriate identifica-	
10	tion and placement of these students. Teachers, related service	
11	providers, and administrators should receive necessary training	
12	in diagnostic processes and alternative methods of teaching and	
13	learning, including culturally responsive teaching practices.	
14	Appropriate training should also be provided to education sup-	
15	port professionals. In addition, parents/guardians, school secu-	
16	rity personnel, and other school community members should be	
17	encouraged to acquire the training to effectively meet the needs	
18	of these students.	
19	Programs should include appropriate monitoring of stu-	
20	dent progress and emphasize a broad range of approaches for	
21	addressing students' differing behavioral patterns, interests,	
22	needs, cultural backgrounds, and learning styles. These pro-	
23	grams must be evaluated on stated objectives and standards.	
24	Teachers in these programs must have a major role in designing	
25	the objectives and evaluations and working with appropriate	
26	school and community personnel to execute these objectives	
27	and evaluations.	
28	The Association believes that at-risk students who are	
29	assigned to an alternative placement due to discipline issues	
30	should be required to exhibit regular attendance and adequate	
31	academic and behavioral progress, in accordance with planned	
32	interventions for the student's individual needs, prior to their	
33	return to a regular educational setting.	
34	The Association also believes that the rights of students	
35	who are protected under the provisions of the Individuals with	
36	Disabilities Education Act and Americans with Disabilities Act	
37	must be preserved.	
38	The Association urges its affiliates to seek adequate com-	
39	penetration, planning time, materials, and facilities for all educa-	
40	tion professionals involved in these programs.	
41	The Association supports the efforts of its affiliates to nego-	
42	tiate and legislate for the training of teachers seeking additional	
43	certification and hiring of an increased number of teachers with	
44	education in special areas.	
45	In higher education settings, faculty and education support	
46	professionals who are working with students with special needs	
47	should be provided with appropriate resources to accommodate	
48	these students' special requirements.	
49	The Association encourages its state affiliates to seek	
50	legislation that would require any person offering services to	
51	remediate, correct, or ameliorate reading, speech, language,	
52	behavioral, emotional, or learning disabilities, or related prob-	
53	lems to be licensed under regulations of each state's department	
54	of public instruction or other appropriate agency. (1977, 2007)	
55		
56	<b>B-29. Gifted, Talented, and Creative Students</b>	
57	The National Education Association believes that there must	
58	be educational programs and services for gifted, talented, and	
59	creative students, and supports federal and state funding for	
60	the education of these students. The Association also believes	
61	that there must be well-developed criteria and guidelines for	
62	identifying and teaching these students. Such identification	
63	must be culturally sensitive and must not discriminate on any	
64	basis other than the exceptionality being identified.	
65		
	The Association further believes that professional devel-	66
	opment programs in gifted and talented education must be	67
	provided for all appropriate education employees. This profes-	68
	sional development should be culturally responsive.	69
	The Association urges its affiliates to promote the develop-	70
	ment and implementation of such services to gifted children	71
	and support for all educators working with this special needs	72
	population. (1980, 2007)	73
		74
	<b>B-30. Educational Programs for English Language</b>	75
	<b>Learners</b>	76
	The National Education Association believes that English	77
	Language Learners (ELLs) must have programs available to	78
	them that address their unique needs and that provide equal	79
	opportunity to all students, regardless of their primary lan-	80
	guage. Programs for ELLs should emphasize English profi-	81
	ciency while concurrently providing meaningful instruction	82
	in all other curriculum areas. In planning a comprehensive	83
	program for ELLs, age, academic needs, individual differences	84
	in language acquisition abilities, environmental factors, and	85
	best teaching practices must be considered.	86
	The Association also believes that ELLs should be placed	87
	in bilingual education programs to receive instruction in their	88
	native language from qualified teachers until such time as	89
	English proficiency is achieved. If no bilingual programs are	90
	available, these students should be taught in language acqui-	91
	sition and development programs designed to meet their specific	92
	needs. Students should be in classes that are limited in size.	93
	Methods such as weighted formulas should be used. Additional	94
	staffing, modified scheduling, and/or curriculum designed to	95
	accommodate the demands of each ELL should be provided in	96
	order to meet state and local educational expectations. Stu-	97
	dents should not be enrolled in special education classes solely	98
	because of linguistic difference.	99
	The Association further believes that model bilingual educa-	100
	tion programs in which language minority students demon-	101
	strate an increase in English language acquisition and success	102
	throughout the grade levels should be promoted and supported	103
	at the federal, state, and local levels. The Association advocates	104
	full funding of all instructional materials, resources, and pro-	105
	grams for ELLs as well as professional development programs	106
	for education employees who work with these students. The	107
	school district or other appropriate agency should provide	108
	released time for the training of teachers who instruct ELLs.	109
	Educators, through a bargaining or other bilateral decision-	110
	making process, must be fully involved in the development	111
	and implementation of programs serving ELLs, including the	112
	assignment of teachers and the terms and conditions of their	113
	employment. Teachers should be compensated at the teacher's	114
	hourly rate of pay for any additional time spent in training.	115
	They should also be reimbursed for the cost of tuition, text-	116
	books, and travel incurred in such training.	117
	The Association values bilingual and multilingual compe-	118
	tence and supports programs that assist individuals in attaining	119
	and maintaining proficiency in their native languages before	120
	and after they acquire proficiency in English. (1981, 2010)	121
		122
	<b>B-31. Speakers of Nonstandard English</b>	123
	The National Education Association believes that students	124
	who enter school as speakers of nonstandard dialects are learn-	125
	ers with unique needs, and these needs must be provided for in	126
	the overall program in each local school district. The Associa-	127
	tion also believes that programs for these students must provide	128
	equal opportunity, should emphasize proficiency in standard	129
		130

1	English that provides them the opportunity to succeed in all		
2	aspects of daily life, and should concurrently provide meaning-		
3	ful instruction in all other curriculum areas. The Association		
4	advocates programs that begin with the linguistic proficiencies		
5	demonstrated by entering students, and build a program from		
6	that starting point.		
7	The Association further believes that, in all cases, the stu-		
8	dents' linguistic and/or cultural backgrounds must be respected		
9	within the school setting. Students who speak nonstandard		
10	dialects must not be enrolled in special education classes solely		
11	because of linguistic differences. (1997)		
12			
13	<b>B-32. Education for All Students with Disabilities</b>		
14	The National Education Association supports a free, appro-		
15	priate public education for all students with disabilities in a		
16	least restrictive environment, which is determined by maximum		
17	teacher and parent/guardian involvement. There must be a full		
18	continuum of placement options and services/delivery models		
19	available to students with disabilities. In order to implement		
20	federal special education legislation effectively, the Association		
21	recognizes that—		
22	a. A fully accessible educational environment, using appro-		
23	priate instructional materials, support services, and pupil		
24	personnel services, must match the learning needs of		
25	both students with and students without disabilities.		
26	b. Student placement must be based on individual needs		
27	rather than on available space, funding, or local phi-		
28	losophy of a school district. Student placements must be		
29	examined on a regular basis to ensure appropriateness		
30	whereby all needed services and support will be provided		
31	and should not be made disproportionately by ethnicity		
32	or gender. Necessary building/staff modifications must		
33	be provided to facilitate such placement.		
34	c. General and special education teachers, pupil personnel		
35	and related service providers, and education support pro-		
36	fessionals who work with the student, and administrators,		
37	parents/guardians, and the student, as appropriate, should		
38	have input in the development of the individualized edu-		
39	cation program (IEP) and must have access to the IEP.		
40	d. General and special education teachers; pupil personnel		
41	and related service providers; education support pro-		
42	fessionals; and administrators, parents/guardians, and		
43	students, as appropriate, must share in implementing the		
44	IEP. Prior to implementation, all necessary educational		
45	materials, professional development, and supportive		
46	services must be provided.		
47	e. Students with physical disabilities and/or medical needs		
48	requiring nursing procedures must have their medical		
49	needs met by certified/professional school nurses.		
50	f. All impacted staff members must have an appeal proce-		
51	dure regarding the implementation of the IEP, especially		
52	in terms of student placement. The procedure must		
53	include the right to have the dissenting opinion recorded		
54	and attached to the IEP.		
55	g. Suspension and expulsion policies and practices used by		
56	local education agencies must be applied consistently		
57	to both students with and students without disabilities		
58	where misconduct is shown to be unrelated to either the		
59	disabling condition or to improper placement.		
60	h. A plan recognizing individual differences must be used		
61	in a systematic evaluation and reporting of program		
62	development.		
63			
64			
65			
	i. Students with special needs must have appropriate testing	66	
	options matching the processing disorders, motor skills,	67	
	and/or academic developmental levels or language profi-	68	
	ciency of those students to measure individual progress	69	
	and proficiencies.	70	
	j. Limitations must be made in class size, case loads, and/	71	
	or work load of designated education and service provid-	72	
	ers, using methods such as weighted formulas, modified	73	
	scheduling, and/or curriculum design to accommodate	74	
	the demands of each IEP.	75	
	k. All teachers who serve students with disabilities must	76	
	have scheduled access to resource personnel, instruc-	77	
	tional assistants, paraprofessionals, co-teachers, and	78	
	special education teachers.	79	
	l. The student's IEP should not be used as criteria for the	80	
	evaluation of education employees.	81	
	m. Communications must be maintained among all involved	82	
	parties.	83	
	n. Staff must not be reduced.	84	
	o. All school personnel, including substitutes, must be ade-	85	
	quately prepared for their roles, including addressing the	86	
	identified individual needs of students, through appropri-	87	
	ate licensing and/or ongoing professional development.	88	
	p. Incentives for participation in professional development	89	
	activities should, as mandated by law, be made available	90	
	for education employees.	91	
	q. Education employees, as mandated by law, must be	92	
	appointed to local and state advisory bodies on special	93	
	education.	94	
	r. Education employees must be allowed to take part in the	95	
	U.S. Office of Special Education and Rehabilitative Ser-	96	
	vices on-site visits to states. Education employees should	97	
	be invited to these meetings.	98	
	s. Local affiliates and education employees must be	99	
	recruited, trained, and involved in monitoring school	100	
	system compliance with federal special education	101	
	legislation.	102	
	t. Adequate released time or funded additional time must	103	
	be made available so that teachers can carry out the	104	
	increased demands placed upon them by federal special	105	
	education legislation, including the development and	106	
	administration of alternate forms of assessment.	107	
	u. Collective bargaining and other means should be used	108	
	to minimize the potentially severe impact on staff that	109	
	results from the implementation of special education	110	
	legislation.	111	
	v. Benefits for staff working with students with disabilities	112	
	must be negotiated through collective bargaining agree-	113	
	ments and must be honored.	114	
	w. Full funding must be provided by local, state, and federal	115	
	governments.	116	
	x. Students are better served if the person working with	117	
	them is prepared to accommodate their needs. Substitute	118	
	employees should be made aware that the assignment	119	
	offered is a special needs program. (1978, 2009)	120	
		121	
	<b>B-33. Educational Programs for Adolescent</b>	122	
	<b>Parents</b>	123	
	The National Education Association believes that school	124	
	districts must meet the educational needs of adolescent students	125	
	who are parents or who are about to become parents. Such	126	
	students should not be discriminated against or denied equal	127	
	educational opportunities.	128	
	The Association recommends programs for these students	129	
	that include—	130	

- 1 a. Flexible scheduling and attendance policies
- 2 b. Appropriate guidance in continuing/alternative education
- 3 programs and productive employment
- 4 c. Career development skills
- 5 d. Development of self-esteem
- 6 e. Promotion of sound health practices regarding nutrition,
- 7 substance abuse, exercise, family
- 8 planning, and parenting skills
- 9 f. On-site preschool and child care services
- 10 g. Free transportation. (1987, 2005)

11 **B-34. Homebound Instruction**

12 The National Education Association believes that home-  
 13 bound students, those educated in the home because of  
 14 individualized student needs determined by established local  
 15 school procedures, must receive instruction that follows the  
 16 regular curriculum. This instruction must be implemented,  
 17 documented, monitored, and assessed by a licensed teacher.  
 18 The Association also believes that credits earned through such  
 19 homebound instruction should be accepted toward promotion  
 20 and/or graduation requirements. (1988, 2002)

21 **B-35. Correspondence Programs**

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

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

31 The National Education Association believes that public  
 32 schools should be involved as an equal partner with govern-  
 33 ment, labor, business, agriculture, and community-based groups  
 34 in youth and adult employment and training programs. The  
 35 Association also believes that these programs should supple-  
 36 ment, and not supplant, the vocational, career, and technical  
 37 education programs provided in public schools.

38 The Association further believes that the use of funds for  
 39 and the duration of these programs should be flexible in order  
 40 to accommodate the differing learning needs of students. The  
 41 amount of funding should be predictable in order to facilitate  
 42 year-to-year planning. These programs should provide opportu-  
 43 nities for women, persons with disabilities, and ethnic minori-  
 44 ties in nontraditional occupations. (1980, 2006)

45 **B-37. Education Through Service Learning and  
 46 Community Service**

47 The National Education Association believes that learning  
 48 through voluntary community service should be encouraged as  
 49 an integral part of a student's education. Participation by stu-  
 50 dents in community service and service learning programs may  
 51 be required for high school graduation or made available for  
 52 elective credit. The Association also believes that school dis-  
 53 tricts should work with community groups to provide students  
 54 with the opportunity to participate in such programs.

55 Education employees who supervise students involved in  
 56 these programs should be given appropriate compensation, plan-  
 57 ning time, program support, recognition, and time to evaluate the  
 58 service and learning goals. Participation of education employees  
 59 in such programs should be on a voluntary basis. (1990, 1997)

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**CURRICULUM CONTENT**

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

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

**B-39. Multicultural Education**

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

The Association further believes that multicultural educa-  
 tion encompasses at least three things: an idea or concept,  
 an educational reform movement, and a process. As an idea  
 or concept, multicultural education assumes that all students  
 can learn. As an educational reform movement, multicultural  
 education seeks to develop an entire school environment that is  
 inclusive of cultural considerations (e.g., curriculum, instruc-  
 tional materials, learning and testing, respect for cultural dif-  
 ferences, etc.). As a process, the development of a multicultural  
 school environment is ever evolving and ongoing. (1981, 2001)

**B-40. Global Education**

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

The Association also believes that curriculum and instruc-  
 tion about regional and international conflicts must present  
 a balanced view, include historical context, and demonstrate  
 relevancy and sensitivity to all people. The achievement of this  
 goal requires the mastery of global communication and devel-  
 opment of an appreciation of the common humanity shared by  
 all peoples.

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

**B-41. Multiple World Language Education**

The National Education Association believes that the acqui-  
 sition of multiple world languages is a vital part of the educa-  
 tional 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 cumula-  
 tive 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

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1	skills from an integrated curriculum throughout the pre-K	66
2	through higher education experience.	67
3	The Association supports the maintenance of current	68
4	programs and the further encouragement and development	69
5	of world language instruction and international studies at all	70
6	educational levels.	71
7	The Association recognizes the need for teacher preparation	72
8	programs for world language teachers and supports teacher and	73
9	student exchange programs. (1981, 2006)	74
10		75
11	<b>B-42. School-to-Work/Career Education</b>	76
12	The National Education Association believes that a goal of	77
13	public education is to provide all individuals, preschool through	78
14	adult, opportunities to become effective, responsible, produc-	79
15	tive citizens. To achieve this goal, career education must be	80
16	interwoven into the total educational system and should include	81
17	programs in gender-free career awareness and exploration to	82
18	aid students in career course selection. These programs should	83
19	be combined with cooperative efforts on the part of educators	84
20	and leaders from labor, business, and the community to provide	85
21	school-to-work experiences that meet rigorous academic stan-	86
22	dards and are accorded the same level of accreditation as other	87
23	education programs.	88
24	The Association also believes that educational programs	89
25	for all students should offer a variety of exploratory career	90
26	experiences that are developmentally appropriate. In addition,	91
27	these programs should enhance self-esteem and assure equal	92
28	opportunity for career development and equal access to college	93
29	and university admissions. (1976, 2001)	94
30		95
31	<b>B-43. Vocational, Career, and Technical Education</b>	96
32	The National Education Association believes that prepara-	97
33	tion of students for vocational, career, and technical jobs should	98
34	be the responsibility of secondary, adult, and higher education	99
35	in collaboration with labor and business. Educational programs	100
36	that ensure equal opportunity for occupational development	101
37	and encourage students to consider nontraditional vocations	102
38	should be developed for all students at all levels. Vocational,	103
39	career, and technical education should provide a comprehensive	104
40	program of lifelong learning for the training, advancement, and	105
41	promotion of all students.	106
42	The Association supports vocational, career, and technical	107
43	education as a major component of education and advocates	108
44	that every student have the opportunity to enroll in such classes	109
45	without restrictions. To be effective, vocational, career, and	110
46	technical education should be preceded by career awareness	111
47	and exploration programs. These vocational, career, and techni-	112
48	cal education courses should be coordinated and integrated	113
49	with traditionally academic courses. These integrated programs	114
50	should be combined, when appropriate, with cooperative efforts	115
51	on the part of educators and industrial and business leaders to	116
52	provide school-to-work experiences for students. Organized	117
53	vocational, career, and technical education programs offer a	118
54	sequence of courses that are directly related to the preparation	119
55	of individuals in paid or unpaid employment in current and	120
56	emerging occupations. Such programs shall include compe-	121
57	tency-based applied learning that contributes to an individual's	122
58	academic knowledge, higher-order reasoning and problem-solv-	123
59	ing skills, work attitudes, interpersonal and collaborative skills,	124
60	general employability skills, and the occupational-specific	125
61	skills necessary for economic independence as a productive and	126
62	contributing member of society.	127
63	The Association also believes that adequate resources must	128
64	be provided for educators to maintain, enhance, and expand	129
65	quality vocational, career, and technical education programs;	130
	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 involve-	
	ment of education employees, private sector employment and	
	training program personnel, and the labor and business com-	
	munities is essential to the development of quality vocational,	
	career, and technical education programs. The Association	
	believes such resources should be substantially increased, not	
	merely redistributed among states or other federal initiatives.	
	The Association supports vocational, career, and techni-	
	cal courses as an option for all students. The Association also	
	believes that placement into vocational, career, and technical	
	programs should be voluntary. (1976, 2010)	
	<b>B-44. Vocational, Career, and Technical Student</b>	
	<b>Organizations</b>	
	The National Education Association believes that voca-	
	tional, career, and technical student organizations are an inte-	
	gral component of a quality vocational, career, and technical	
	education program. Vocational, career, and technical student	
	organizations provide opportunities for leadership development,	
	career preparation, and community involvement for secondary	
	school students. Active participation in a vocational, career, and	
	technical student organization at the national, state, and local	
	levels encourages young men and women to become better	
	prepared for the multiple adult roles of wage earner, community	
	leader, and family member. (2001, 2002)	
	<b>B-45. Fine Arts Education</b>	
	The National Education Association believes that artistic	
	expression is essential to an individual's intellectual, aesthetic,	
	and emotional development. The Association also believes that	
	fine arts transcend cultural barriers, foster multicultural under-	
	standing, and enhance critical thinking skills. The Association	
	therefore believes that pre-K through adult education curri-	
	cula must include a balanced, comprehensive, and sequential	
	program of fine arts instruction for all students. These students	
	must be taught by a licensed specialist in a facility or room	
	designed and equipped for that purpose. Resources must be	
	provided to maintain and upgrade materials and provide for	
	emerging technologies.	
	The Association urges its state affiliates to become involved	
	in the promotion, expansion, and implementation of an aca-	
	demetic fine arts program in curricula and as a requirement for	
	high school graduation. (1980, 2009)	
	<b>B-46. Physical Education</b>	
	The National Education Association believes that physical	
	activity and exercise are essential for good health and must be	
	encouraged during the developmental years of students. The	
	Association also believes that a comprehensive program of	
	physical education should be provided daily in grades pre-k	
	through adult in or on facilities designed for that purpose. Phys-	
	ical education programs and curricula should follow national	
	standards as set forth by the appropriate professional organi-	
	zations; should be developmentally appropriate, sequential,	
	cooperative in nature, and culturally sensitive; and should—	
	a. Emphasize physical activity, fitness, exercise, and good	
	health; skills of sports, games, dance, and basic move-	
	ment; and related concepts and knowledge	
	b. Assess students, including physical fitness testing, as a	
	culmination of preparatory activities, and develop a fit-	
	ness plan that is tracked for progress	
	c. Provide for the special needs of students with low fitness,	
	physical disabilities, or learning disabilities	

1	d. Be taught by teachers licensed in physical education	66
2	e. Be taught with the same student/teacher ratio as other	67
3	grade-level class sizes and be provided the same amount	68
4	of planning time. (1991, 2010)	69
5		70
6	<b>B-47. Family and Consumer Sciences Education</b>	71
7	The National Education Association believes that family	72
8	and consumer sciences education programs prepare students to	73
9	manage, with reason and creativity, the challenges across the	74
10	life span of living and working in a global society.	75
11	The Association also believes that family and consumer	76
12	sciences education programs should—	77
13	a. Follow national standards as set forth by the appropriate	78
14	professional organizations	79
15	b. Be developmentally appropriate	80
16	c. Be cooperative in nature and culturally sensitive. (2005)	81
17		82
18	<b>B-48. Family Life Education</b>	83
19	The National Education Association recognizes the myriad	84
20	family structures in society and the impact of these family	85
21	structures and other close personal relationships on the qual-	86
22	ity of individual lives and upon society. The Association also	87
23	recognizes the importance of education in the maintenance	88
24	and promotion of stable, functional, healthy families and the	89
25	emotional, physical, and mental health of people within these	90
26	families.	91
27	The Association believes that programs should be estab-	92
28	lished for both students and parents/guardians and supported at	93
29	all educational levels to promote—	94
30	a. The development of self-esteem and positive self-concept	95
31	in individuals of all ages in various	96
32	family roles	97
33	b. Learning and practicing positive interpersonal communi-	98
34	cation skills and conflict resolution	99
35	c. Education in human growth and development	100
36	d. Positive parenting techniques that include strategies to	101
37	deal effectively with violent behavior	102
38	e. An understanding of societal issues and problems related	103
39	to children, spouses, parents/guardians, domestic part-	104
40	ners, older generation family members, and other family	105
41	members.	106
42	The Association also believes that education in these areas	107
43	must be presented as part of an antibiased, culturally sensitive	108
44	program. (1994, 2001)	109
45		110
46	<b>B-49. Environmental Education</b>	111
47	The National Education Association believes that the envi-	112
48	ronment must be protected. The Association urges the estab-	113
49	lishment and maintenance of federal wilderness areas, recre-	114
50	ational areas, refuge areas, and designated local green areas.	115
51	The Association supports educational programs that promote—	116
52	a. The concept of the interdependence of humanity and	117
53	nature	118
54	b. An awareness of the effects of past, present, and future	119
55	population growth patterns on world	120
56	civilization, human survival, and the environment	121
57	c. The protection of endangered, threatened, and rare species	122
58	d. The protection of the Earth's finite resources	123
59	e. Solutions to environmental problems such as nonrenew-	124
60	able resource depletion, pollution, global warming, ozone	125
61	depletion, and acid precipitation and deposition	126
62	f. The use of reusable and recyclable products and discour-	127
63	age the use of disposable products	128
64	g. An understanding of energy, alternative energy sources,	129
65	and energy conservation	130
	h. The use of disposal methods that do not contaminate the	66
	environment	67
	i. The recognition of and participation in such activities as	68
	Earth Day, Arbor Day, and Energy Education Day	69
	j. The understanding of the value of the world's ecosystems	70
	k. The integration of outdoor education into pre-K through	71
	12 curricula.	72
	The Association also believes that it should model in its	73
	policies and practices the environmental concepts and educa-	74
	tion programs it supports. The Association also urges its affli-	75
	ates to model and support environmental programs in school	76
	systems and educational institutions and supports legislation	77
	and local policies that ensure a safe and healthy environment.	78
	(1973, 2010)	79
		80
	<b>B-50. Science Education</b>	81
	The National Education Association believes that the	82
	content in science education must be based on empirical evi-	83
	dence derived from the scientific method and must include the	84
	processes of that method. The Association also believes that	85
	content and curriculum must be based on the National Science	86
	Education Standards of the National Research Council (NRC)	87
	and/or the Benchmarks for Science Literacy of the American	88
	Association for the Advancement of Science (AAAS). (2005,	89
	2006)	90
		91
	<b>B-51. Sex Education</b>	92
	The National Education Association believes that the devel-	93
	oping child's sexuality is continually and inevitably influenced	94
	by daily contacts, including experiences in the school environ-	95
	ment. The Association recognizes that sensitive sex education	96
	can be a positive force in promoting physical, mental, emo-	97
	tional, and social health and that the public school must assume	98
	an increasingly important role in providing the instruction.	99
	Teachers and health professionals must be qualified to teach	100
	in this area and must be legally protected from censorship and	101
	lawsuits.	102
	The Association urges that formal sex education should	103
	include parent/guardian orientation and be planned and imple-	104
	mented with careful attention to developmental needs, appro-	105
	prateness to community settings and values, and respect for	106
	individual differences.	107
	The Association also believes that to facilitate the realiza-	108
	tion of human potential, it is the right of every individual to live	109
	in an environment of freely available information and knowl-	110
	edge about sexuality and encourages affiliates and members to	111
	support appropriately established sex education programs. Such	112
	programs should include information on—	113
	a. Sexual abstinence, birth control, family planning, prena-	114
	tal care, parenting skills, the effects of substance abuse	115
	during pregnancy, and the issues associated with pre-teen	116
	and teenage pregnancy	117
	b. Diversity of culture and diversity of sexual orientation	118
	and gender identification	119
	c. Sexually transmitted diseases, incest, sexual abuse,	120
	sexual harassment, and homophobia. (1969, 2008)	121
		122
	<b>B-52. HIV/AIDS Education</b>	123
	The National Education Association believes that edu-	124
	cational institutions should establish comprehensive human	125
	immunodeficiency virus (HIV) and acquired immunodeficiency	126
	syndrome (AIDS) education programs as an integral part of the	127
	school curriculum. HIV/AIDS education must include educa-	128
	tion about all means of transmission, including unprotected	129
	sex and unsanitary methods of tattooing, body piercing, and	130

1	intravenous drug use. Information on prevention options must	66
2	include abstinence and medically accepted protective devices.	67
3	Instruction in decision-making skills to assist students in cor-	68
4	relating health information and personal behavior is essential.	69
5	The Association also believes that proper implementation of	70
6	these programs requires education employee training and input.	71
7	These programs should be presented by properly licensed/	72
8	trained personnel and should be planned with the input of	73
9	parents/guardians and other community representatives. (1987,	74
10	2000)	75
11		76
12	<b>B-53. Lifesaving Techniques</b>	77
13	The National Education Association believes that education	78
14	employees and students should be trained in basic emergency	79
15	lifesaving techniques. Such training should be included in	80
16	both school curriculum and staff development. The Associa-	81
17	tion also believes that education employees should be provided	82
18	the opportunity for training in CPR and the proper use of	83
19	automated external defibrillators (AEDs) by licensed/trained	84
20	personnel. (1982, 2007)	85
21		86
22	<b>B-54. Democracy and Citizenship Education</b>	87
23	The National Education Association believes that educa-	88
24	tion about democracy and the rights and responsibilities of	89
25	citizens is essential for the survival of American democracy.	90
26	The cornerstone of such education should be the United States	91
27	Constitution and the Bill of Rights.	92
28	The Association also believes that democratic ideals should	93
29	be practiced as part of the total education process. The follow-	94
30	ing concepts should be an integral part of the curriculum within	95
31	public schools and other educational institutions:	96
32	a. The dignity and worth of the individual	97
33	b. Due process of law	98
34	c. Rule of the majority tempered by respect for minority	99
35	rights	100
36	d. Individual responsibility	101
37	e. Equal justice under the law	102
38	f. Civil liberties as guarantors of individual rights	103
39	g. One-person—one-vote	104
40	h. Active citizen participation in all aspects of public affairs	105
41	i. Freedom of religion, speech, the press, petition, and	106
42	assembly.	107
43	The Association encourages teachers, lawyers, court	108
44	personnel, and others to work together to develop appropriate	109
45	materials, including information about the justice system and	110
46	constitutional issues, in order to teach students to be responsible	111
47	citizens. (1984, 2005)	112
48		113
49	<b>B-55. Journalism Education</b>	114
50	The National Education Association believes that freedom	115
51	of speech and press are fundamental principles in our demo-	116
52	cratic society granted by the First Amendment of the United	117
53	States Constitution, and these freedoms provide all people,	118
54	including students, with the right to engage in robust and unin-	119
55	hibited discussion of issues in student media. (2008)	120
56		121
57	<b>B-56. Labor Movement Education</b>	122
58	The National Education Association believes that the	123
59	struggles of working men and women to establish unions	124
60	and the influence of the labor movement on the growth of the	125
61	United States should be an integral part of the curriculum in	126
62	our schools.	127
63	The Association urges teachers, curriculum committees, and	128
64	authors to include material that accurately presents the impor-	129
65	tant contributions to our country's history and growth that have	130
	been provided by the unions involved in the labor movement	
	and the individuals who led that movement. (1988, 1996)	
	<b>B-57. Metric System</b>	
	The National Education Association believes in the adop-	
	tion of the International System of Units (SI metric system).	
	The Association advocates that the SI system be taught at all	
	educational levels. (1969, 1996)	
	<b>B-58. Accurate United States and World Maps</b>	
	The National Education Association believes that all visual	
	representations using maps of the United States should depict	
	all fifty states and Puerto Rico in their correct geographic loca-	
	tion and relative size. The Association also believes that maps	
	of the world should accurately depict national boundaries and	
	names of countries. (1995, 2005)	
	<b>B-59. Driver Education</b>	
	The National Education Association believes that driver	
	education courses that include both classroom and behind-	
	the-wheel experiences should be part of the education of all	
	students and should be taught by teachers licensed in driver	
	education. (1980, 1998)	
	<b>B-60. Education on Peace and International</b>	
	<b>Understanding</b>	
	The National Education Association believes that the United	
	States and the other nations of the world should promote peace	
	and international understanding. Educational strategies for	
	teaching peace and justice issues should include the role of	
	individuals, social movements, international and nongovern-	
	mental organizations in the peaceful resolution of conflict, and	
	the use of fact finding and reconciliation processes to help with	
	the healing of wounds caused by conflicts.	
	The Association also believes that educational materials	
	should include activities dealing with peaceful resolution of	
	conflict, the effects of nuclear weaponry and other weapons	
	of mass destruction, strategies for disarmament, methods to	
	achieve peace, historical examples of fact finding and reconcili-	
	ation processes, and consideration of current situations where	
	such processes could be of value. Such curricular materials	
	should also cover major contributing factors to conflict, such as	
	economic disparity, demographic variables, unequal political	
	power and resource distribution, and the indebtedness of the	
	developing world. (1982, 2005)	
	<b>B-61. Genocide</b>	
	The National Education Association deplors any act of	
	genocide, which is the deliberate and systematic eradication of	
	members of any group based on culture, ethnicity, national ori-	
	gin, political affiliation, race, religion, and sexual orientation/	
	gender identification. Acts of genocide must be acknowledged	
	and taught in order to provide insight into how such inhumanity	
	develops, prevent its occurrence, and preclude its recurrence.	
	(1993, 2005)	
	<b>B-62. The Holocaust</b>	
	The National Education Association believes that a way to	
	prevent events that have caused great human misery, such as	
	the Holocaust, is to teach all students about the Holocaust not	
	only as an historical event but also as a means of providing	
	insight into how inhumanity of this magnitude develops. The	
	Holocaust must be taught so that never again can doubt of its	
	occurrence be raised and never again can like action occur.	
	(1981, 1993)	

1	<b>LEARNING ISSUES NOT RELATED TO SPECIFIC</b>	
2	<b>DISCIPLINES</b>	
3		
4	<b>B-63. Individual Learning, Growth, and</b>	
5	<b>Development</b>	
6	The National Education Association believes that learn-	
7	ers grow and develop at different rates and in different ways.	
8	Individual learning progresses in a highly complex manner that	
9	includes periods of rapid growth and periods of intellectual	
10	consolidation.	
11	The Association also believes that individuals learn best in	
12	caring, challenging, and inclusive environments that support	
13	and engage each learner. Individual students require learning	
14	opportunities that are differentiated and responsive to their	
15	needs, interests, and learning styles.	
16	The Association further believes in the use of developmen-	
17	tally appropriate instructional practices. Grade level labels do	
18	not accurately define our students. Such labels misinterpret	
19	student learning as primarily linear, sequential, and easily	
20	standardized. (2008, 2009)	
21		
22	<b>B-64. Standards for Student Learning</b>	
23	The National Education Association believes in high stan-	
24	dards that describe clear expectations for what students should	
25	know and be able to achieve. Throughout the implementation	
26	of content and performance standards, all students must be	
27	provided the instructional opportunities and learning conditions	
28	necessary to attain the standards. The Association supports	
29	the development and use of a variety of assessments that are	
30	appropriate to the standards. The Association also believes that	
31	there should be no financial incentives or consequences linked	
32	to the development, adoption, or implementation of national	
33	standards.	
34	The Association further believes that state and local affili-	
35	ates must participate in the planning, development, implement-	
36	ation, and refinement of standards, conditions, and assessments	
37	to ensure that—	
38	a. Students, parents/guardians, education employees, com-	
39	munity members, and governmental officials are involved	
40	and share the accountability	
41	b. Education employees are afforded released time and/or	
42	compensation in order to have	
43	opportunities to work with colleagues on a regular basis	
44	throughout the school year on how to teach and assess	
45	student proficiency in the standards	
46	c. Full funding and resources are provided	
47	d. Curriculum includes, but is not limited to, required	
48	standards. Standards are introduced into the curriculum	
49	at a rate that allows education employees opportunities to	
50	adapt their practice, work with each other, and pilot the	
51	work in a concerted fashion	
52	e. Appropriate attention is given to each student's progress	
53	toward attaining the standards and to his or her needs	
54	and developmental level	
55	f. Age appropriate placement, when used, includes appro-	
56	priate interventions designed to support meaningful,	
57	challenging, and developmentally appropriate learning	
58	for each student	
59	g. Professional development is provided for all education	
60	employees to help align their practices to the standards	
61	h. Education employees participate in the review and refine-	
62	ment of standards and assessments	
63	i. Achievement gaps are eliminated. (1997, 2008)	
64		
65		
	<b>B-65. Assessment of Student Learning</b>	66
	The National Education Association supports ongoing com-	67
	prehensive assessment of student growth. A student's level of	68
	performance is best assessed with authentic measures directly	69
	linked to the lessons taught and materials used by teachers.	70
	The Association believes that the primary purposes of	71
	assessment are to—	72
	a. Assist students and their parents/guardians in identifying	73
	the students' strengths and needs	74
	b. Encourage students to become lifelong learners	75
	c. Measure a program's effectiveness, communicate learn-	76
	ing expectations, and provide a basis for determining	77
	instructional strategies	78
	d. Develop appropriate learning experiences for students.	79
	The Association also believes that no one measure should	80
	be used to determine a student's performance. Teachers should	81
	utilize a variety of measures to accurately assess student	82
	growth. All methods of assessment shall provide the necessary	83
	accommodations, modifications, and exemptions, and be free of	84
	cultural, racial, and gender biases.	85
	The Association further believes that classroom teachers	86
	must be involved in the development of assessment systems and	87
	are best qualified to determine the criteria for assessment of	88
	students and dissemination of results. Instruments used to com-	89
	municate student progress must be accurate and meaningful	90
	to students, parents/guardians, and other stakeholders. (1981,	91
	2007)	92
		93
	<b>B-66. Standardized Testing of Students</b>	94
	The National Education Association believes that standard-	95
	ized tests and/or assessments should be used only to improve	96
	the quality of education and instruction for students. Standard-	97
	ized tests, whether norm-, criterion-, or standards-referenced,	98
	can validly assess only a limited range of student learning.	99
	Therefore, they should be only an adjunct or supplement to	100
	information obtained through school- and classroom-based	101
	assessment conducted by teachers for purposes of supporting	102
	and strengthening instruction as well as for summarizing and	103
	evaluating student learning. Standardized tests are most useful	104
	when designed by the educational professionals closest to the	105
	classroom and integrated with assessment information specific	106
	to local programs. Affiliates should advocate for, and states	107
	and test designers should employ, a variety of developmentally	108
	appropriate assessment techniques that allow for universal	109
	design, necessary accommodations, modifications, and exemp-	110
	tions and are bias-free, reliable, and valid. When a test and/	111
	or assessment is mandated at the local, state, or national level,	112
	it should be reviewed by a panel of appropriate subject area	113
	specialists and teachers to ascertain the relevance of the test	114
	to the subject area and be used only to evaluate a program's	115
	effectiveness toward meeting local, state, or national standards	116
	and/or goals.	117
	The Association also believes that, in order for standard-	118
	ized achievement tests and/or assessments to support quality	119
	education—	120
	a. Standards must be prioritized to support effective cur-	121
	riculum, instruction, professional	122
	development, and assessment.	123
	b. Stakeholders must determine high priority standards.	124
	These standards must be clearly and thoroughly	125
	described so that the knowledge and skills students need	126
	to demonstrate are evident.	127
	c. Valid results of assessment of high-priority standards	128
	must be reported standard-by-standard for each student,	129
	school, and district.	130

1	d. The breadth of the curriculum must be monitored to	66
2	ensure that attention is given to all standards and subject	67
3	areas, including those that are not assessed.	68
4	e. Progress should be continually monitored to ensure that	69
5	assessments are appropriate for the purposes for which	70
6	they are intended.	71
7	f. Students with special needs and/or limited English	72
8	proficiency should have appropriate alternative options to	73
9	standardized testing to measure individual progress and	74
10	proficiencies.	75
11	g. English language learners (ELLs) should demonstrate	76
12	appropriate language proficiencies in English prior to	77
13	being required to take high stakes assessments.	78
14	The Association opposes the use of standardized tests and/	79
15	or assessments when—	80
16	a. Used as the criterion for the reduction or withholding of	81
17	any educational funding	82
18	b. Results are used to compare students, teachers, pro-	83
19	grams, schools, communities, and states	84
20	c. Used as a single criterion for high-stakes decision mak-	85
21	ing, such as graduation requirements or grade promotion	86
22	d. The results lead to sanctions or other punitive actions	87
23	e. Arbitrary standards are required	88
24	f. They do not match the processing skills, motor skills	89
25	and/or academic developmental levels or language pro-	90
26	ficiency of the student	91
27	g. Student scores are used to evaluate teachers or to deter-	92
28	mine compensation or employment status	93
29	h. Programs are specifically designed to teach to the test	94
30	i. Testing programs or tests limit or supplant instructional	95
31	time	96
32	j. Every student is required to be tested every year	97
33	k. Students and parents/guardians are not provided with a	98
34	complete report of the individual student's test results	99
35	l. Time required to administer the test exceeds reasonable	100
36	and appropriate limits for the age of the student	101
37	m. Test preparation impedes or discourages learning, con-	102
38	strains the curriculum in ways that threaten the quality	103
39	of teaching and learning for students, or limits and/or	104
40	curtails future educational opportunities of learners	105
41	n. Scores are used to track students	106
42	o. Students with special needs or limited English pro-	107
43	ficiency are required to take the same tests as regu-	108
44	lar education students without modifications and/or	109
45	accommodations.	110
46	p. Non-English-proficient students' scores adversely affect	111
47	the evaluation of a school based on federal and state	112
48	guidelines.	113
49	The administration of a standardized test and/or assessment	114
50	includes the responsibility to educate the stakeholders about	115
51	the purpose of the test, the meaning of the test results, and the	116
52	accurate interpretation of its conclusions. The Association fur-	117
53	ther believes that students, parents/guardians, teachers, admin-	118
54	istrators, schools, and school districts should not be penalized	119
55	for parents/guardians exercising their legal rights to exempt	120
56	their children from standardized tests and/or assessments. The	121
57	Association believes that states should be encouraged to make	122
58	test items public after they are no longer used. (1978, 2010)	123
59		124
60	<b>B-67. Student Assessment Programs in Higher</b>	125
61	<b>Education</b>	126
62	The National Education Association believes that student	127
63	assessment programs in higher education, properly designed	128
64	and administered, can be crucial tools for diagnosing student	129
65	and institutional needs, improving instruction and counseling	130
	services, and designing long-range plans. The Association	66
	also believes that such student assessment programs in higher	67
	education should—	68
	a. Be designed institutionally rather than by the state	69
	b. Be planned, designed, implemented, and evaluated by	70
	faculty	71
	c. Be implemented in accordance with collective bargaining	72
	contracts where such contracts exist	73
	d. Be sufficiently flexible to accommodate the cultural,	74
	economic, and linguistic diversity among students	75
	e. Provide tests appropriate for students with identified	76
	learning disabilities	77
	f. Provide faculty with information to improve individual	78
	student learning styles and aptitude.	79
	The Association supports student assessment programs in	80
	higher education only if—	81
	a. They are accompanied by adequate funding for remedial	82
	programs and advisement	83
	b. Remedial programs are designed and provided to meet	84
	the deficiencies identified through	85
	assessment	86
	c. Advisement is designed and provided to link the reme-	87
	diation of individual students to the completion of their	88
	degrees, certificates, or other appropriate courses of	89
	study.	90
	The Association strongly opposes—	91
	a. The use of student assessment programs to deny access	92
	to, or exclude students from, educational opportunities	93
	b. The use of any single test to deny access to regular credit	94
	classes	95
	c. The use of student assessment programs for the purpose	96
	of evaluating faculty, academic programs, or institutions.	97
	(1995, 2001)	98
		99
	<b>B-68. Homework</b>	100
	The National Education Association supports the assign-	101
	ment of homework as one means of reinforcing and furthering	102
	classroom instruction and learning.	103
	The Association believes that the type and the amount of	104
	homework assigned should be determined by the classroom	105
	teacher and be appropriate to a student's developmental level.	106
	(1985, 1990)	107
		108
	<b>B-69. Character Education</b>	109
	The National Education Association supports the adop-	110
	tion and use, at all educational levels, of best practice char-	111
	acter education strategies, materials, and activities by school	112
	districts. The Association believes that character education	113
	should include activities that encourage participation of educa-	114
	tion employees and parents/guardians. The Association also	115
	believes that character education is the intentional effort that	116
	a school takes to promote students' understanding of, capacity	117
	to critically reason about, motivation for, and ability to act in	118
	accordance with ethical values and principles. (2010)	119
		120
	<b>B-70. Discipline</b>	121
	The National Education Association believes that a safe and	122
	orderly environment in which students are treated with dignity	123
	will provide them with a positive learning experience. Effective	124
	disciplinary procedures enhance high expectations and quality	125
	instruction, thereby promoting self-control and responsible	126
	behavior in students while ensuring the right of all students to	127
	due process and an orderly learning environment.	128
	The Association promotes the study, development, and	129
	funding of a variety of effective discipline procedures. The	130

1	Association also believes that its local affiliates, in conjunction	
2	with other stakeholders, should develop guidelines for effective	
3	disciplinary techniques. The Association further believes that	
4	governing boards, in conjunction with local affiliates, parents/	
5	guardians, students, education employees, and community	
6	members, should develop policies and standards that provide	
7	the necessary administrative support to education employees	
8	for the maintenance of a positive, safe school environment.	
9	The Association condemns the misuse of discipline as a	
10	means of excluding students from the school setting until other	
11	methods of behavioral intervention have been exhausted. This	
12	does not preclude the removal of the offender from the school	
13	setting to protect other students and education employees. Dis-	
14	ruptive students should not be placed in vocational, technical,	
15	unified arts, or special education classes solely for the purpose	
16	of solving disciplinary problems. The Association believes that	
17	corporal punishment should not be used as a means of discipli-	
18	ning students. (1975, 2000)	
19		
20	<b>B-71. Conflict Resolution Education</b>	
21	The National Education Association supports the adoption	
22	and use, at all educational levels, of proven conflict resolution	
23	strategies, materials, and activities by school districts, educa-	
24	tion employees, students, parents/guardians, and school secu-	
25	rity personnel as well as the school community to encourage	
26	nonviolent resolution of interpersonal and societal conflicts.	
27	The Association recognizes the importance of students	
28	having the appropriate social skills necessary to participate in	
29	a democratic society. Programs that teach the skills of posi-	
30	tive social interaction should be incorporated into academic	
31	programming. (1986, 2007)	
32		
33	<b>B-72. School Library Media Programs</b>	
34	The National Education Association believes every student	
35	must have a comprehensive school library media program	
36	within his or her educational setting. This program should	
37	include a certified/licensed school library media specialist and	
38	qualified education support professionals; a variety of print,	
39	nonprint, and electronic resources to supplement and comple-	
40	ment curricular, personal, and leisure needs; relevant technol-	
41	ogy; and instruction in library research and information skills.	
42	The Association believes that school library media programs	
43	are negatively impacted if a media specialist does not have a	
44	substitute during his or her absence.	
45	The Association encourages increased funding for school	
46	library media programs from federal, state, and local govern-	
47	ments as well as other sources such as public and/or private	
48	partnerships. (1980, 2005)	
49		
50	<b>B-73. Media</b>	
51	The National Education Association believes that the media	
52	has a significant effect on the education of the public. The	
53	Association also believes that the media has an obligation to	
54	provide full, constructive, balanced, and accurate presentations	
55	to the public. The Association further believes that the concen-	
56	tration of media ownership within a limited number of indi-	
57	viduals or corporate entities is not conducive to the presentation	
58	of divergent views and opinions.	
59	The Association supports the media's right to protect infor-	
60	mation and sources of information from mandated disclosures	
61	and search and seizure.	
62	The Association believes that media should be accessible to	
63	all. Visual media should include closed captioning for the deaf/	
64	hard of hearing and read-along captions on children's commer-	
65	cial and educational programs. (1969, 2004)	
	<b>B-74. Technology in the Educational Process</b>	66
	The National Education Association believes that technol-	67
	ogy in the educational process improves learning opportunities	68
	for students, quality of instruction, effectiveness of education	69
	employees, and provides opportunities to reduce educational	70
	inequities.	71
	The Association supports increased federal, state, and local	72
	resources, along with public/private partnerships, to fully fund	73
	equipment purchases/leases/upgrades, maintenance, technical	74
	support, training, evaluation, and staffing to support the full	75
	use of technology in public schools, public colleges, and public	76
	universities.	77
	The Association also believes that—	78
	a. Education employees must have access to necessary tech-	79
	nology for managing and advancing instruction. Such	80
	technology must be compatible with and on at least the	81
	same level as technology in general use outside educa-	82
	tion. Further, education employees should be provided	83
	training, encouragement, time, and resources to experi-	84
	ment with and to research applications of technology	85
	in order to integrate technology into all curricula as a	86
	regular part of the instructional day.	87
	b. Education employees, including representatives of the	88
	local affiliate, must be involved in all aspects of technol-	89
	ogy utilization, including planning, materials selection,	90
	implementation, and evaluation. Additional preparation	91
	time and ongoing technological support must be granted	92
	to teachers using technology to enrich their instruction.	93
	Further, classroom teachers, higher education faculty,	94
	and library/media specialists must have collaborative	95
	planning time.	96
	c. Teacher preparation in instructional technology, includ-	97
	ing the development of effective materials, and appropri-	98
	ate instructional strategies must be included in college	99
	and university programs.	100
	d. Ongoing professional development must be provided for	101
	education employees in the use, integration, and applica-	102
	tions of technologies to enhance instruction.	103
	e. Students must have access to and instruction in technol-	104
	ogy and the responsible use of technology. Further, there	105
	must be equity in training, funding, and participation for	106
	all students to ensure their technological literacy.	107
	f. Instructional technology should be used to support	108
	instruction and must be directed by a licensed teacher.	109
	g. Instructional technology should be used to improve the	110
	learning opportunities for students, the quality of instruc-	111
	tion, and/or the effectiveness of education employees,	112
	rather than to reduce positions, hours, or compensation.	113
	h. The evaluation of education employees in any techno-	114
	logical program should be conducted openly, be tailored	115
	to the medium, and meet the requirements of the local	116
	collective bargaining agreement or evaluation policy.	117
	i. The impact of technology, telecommunications, and	118
	distance education on education employees should be	119
	subject to local collective bargaining agreements.	120
	j. Education employees' participation in distance educa-	121
	tion must be mutually established in employer policies,	122
	locally negotiated agreements, and/or other sources that	123
	establish the terms and conditions of employment for	124
	education employees.	125
	k. Equity and freedom of access to information unimpeded	126
	by geographic, economic, social, or cultural constraints	127
	is essential.	128
		129
		130

1	1. Education employees should own the copyright to materials that they create in the course of their employment. (1981, 2008)	
2		
3		
4		
5	<b>B-75. Cell Phones and Personal Communication Devices in Schools</b>	
6		
7	The National Education Association believes that schools should develop guidelines for the appropriate use of cell phones and personal communication devices during the school day. Such guidelines should promote respect for privacy, intellectual integrity, and a positive learning environment. (2006)	
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12		
13	<b>B-76. Internet Access</b>	
14	The National Education Association believes that every school classroom, office, teacher workroom, and library/media center should have affordable, high-speed, seamless, and equal access to the Internet.	
15		
16	The Association also believes that education employees are essential to the development of an acceptable use policy (AUP) and to the appropriate use of the Internet.	
17		
18	The Association further believes that an AUP that requires the signatures of parents/guardians and students must be in place before allowing student access.	
19		
20	The Association believes that Internet access and activities should be age appropriate and monitored and should foster critical use. Any documentation material produced as a result of Internet access should be properly cited and comply with copyright laws. (1993, 2000)	
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30	<b>B-77. Distance Education†</b>	
31	The National Education Association believes that quality distance education can create or extend learning opportunities but is not an alternative to traditional education that allows for regular face-to-face interaction among students, peers, and instructors.	
32		
33	The Association opposes arrangements whereby elementary, secondary, and undergraduate students receive all or most of their education through distance education and rarely, if ever, convene in an actual classroom. The Association recognizes that exceptions may be warranted in particular cases.	
34		
35	The Association also believes that students must be able to participate in distance education on an equitable basis without regard to social or economic status.	
36		
37	The Association further believes that the following principles represent a framework to ensure quality distance education:	
38		
39	a. Distance education courses should be managed to ensure effective student and school participation, provide for regular interaction between students and their instructors and online classmates, and offer opportunities for offline activities.	
40		
41	b. Teachers who provide distance education at the elementary/secondary school level should be licensed in the subject matter taught and be skilled in learning theories, technologies, and teaching pedagogies appropriate for an online environment. Ongoing professional development is essential to ensure that teachers maintain the skills appropriate for an online environment.	
42		
43	c. Students who take distance education courses should receive the preparation and support necessary to enable them to function effectively in an online environment, which at a minimum should include—	
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64	† See the <i>NEA Handbook</i> for the Distance Education adopted by the 2002 Representative Assembly.	
65		
		1. Appropriate equipment, technical support, libraries, and laboratories 66
		2. Appropriate services for elementary/secondary students, including on-site education employees to monitor student performance and act as a liaison to the distance education instructor 67
		3. Accurate course descriptions and clear expectations prior to enrollment 68
		4. Reasonable student to instructor ratios that allow for individualized interaction with instructors 69
		5. Opportunities for appropriate student-to-student interaction 70
		6. Courses that are as rigorous as similar courses delivered by more traditional means 71
		7. Courses that meet accreditation standards. 72
		d. Support systems should provide resources to instructors, students, and parents that are comparable to those that would accompany face-to-face courses, as well as any additional support necessary for the online environment. 73
		e. Multiple mechanisms, including appropriate technological safeguards, should be used on a regular basis to validate and authenticate student work. (1997, 2004) 74
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	<b>B-78. Communication Between Hearing and Deaf/Hard of Hearing People</b>	89
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	The National Education Association believes that the lack of communications between hearing and the deaf/hard of hearing has detracted from the potential of a broadly distributed group to contribute fully to our total society.	91
		92
		93
		94
	The Association recommends that instruction be given to hearing students, staff, and administrators that will help them understand the unique needs of all deaf/hard of hearing people and will help hearing students, staff, and administrators communicate with deaf/hard of hearing people.	95
		96
		97
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		99
	The Association also believes that American Sign Language should be offered as a foreign/world language elective credit at both high school and college levels.	100
		101
		102
	The Association further believes that educational sign language interpreters/transliterators must be qualified professionals who are licensed, state credentialed, or nationally certified. (1974, 2004)	103
		104
		105
		106
		107
	<b>B-79. Credit-Hour Evaluation</b>	108
		109
	The National Education Association believes that the different methods of assigning credit hours as used by the nation's colleges and universities often cause difficulties in the evaluation of transcripts. The Association therefore urges the nation's colleges and universities to develop, in cooperation with the Association, a uniform formula to evaluate credit hours. (1977, 1986)	110
		111
		112
		113
		114
		115
	<b>B-80. Transfer of Student Records</b>	116
		117
	The National Education Association supports the development of an effective process for the transfer of student records. To expedite the confidential information exchanges between schools when students transfer, the process should follow a national format designed by educational and legal professionals. This process must protect the rights of students and should facilitate the continuity of their education.	118
		119
		120
		121
		122
		123
	The Association believes that school and education employees must receive information that indicates—	124
		125
	a. Educational plans, goals, specialized programs, and/or services	126
		127
	b. Assessment data	128
		129
	c. Attendance and cumulative records	129
		130
	d. Immunizations and health needs	130

1	e. Legal stipulations/restrictions	66
2	f. History of disciplinary incidents and violence-related	67
3	behavior. (1980, 2004)	68
4		69
5	<b>B-81. Classroom Use of Animals</b>	70
6	The National Education Association believes that educa-	71
7	tors at all levels should implement guidelines concerning the	72
8	humane use of animals in the classroom.	73
9	The Association urges that teachers encourage compassion	74
10	and respect for all living things. (1989)	75
11		76
12	<b>B-82. Home Schooling</b>	77
13	The National Education Association believes that home	78
14	schooling programs based on parental choice cannot provide	79
15	the student with a comprehensive education experience. When	80
16	home schooling occurs, students enrolled must meet all state	81
17	curricular requirements, including the taking and passing of	82
18	assessments to ensure adequate academic progress. Home	83
19	schooling should be limited to the children of the immediate	84
20	family, with all expenses being borne by the parents/guard-	85
21	ians. Instruction should be by persons who are licensed by the	86
22	appropriate state education licensure agency, and a curriculum	87
23	approved by the state department of education should be used.	88
24	The Association also believes that home-schooled students	89
25	should not participate in any extracurricular activities in the	90
26	public schools.	91
27	The Association further believes that local public school	92
28	systems should have the authority to determine grade place-	93
29	ment and/or credits earned toward graduation for students	94
30	entering or re-entering the public school setting from a home	95
31	school setting. (1988, 2006)	96
32		97
33	<b>C. PROMOTE THE HEALTH AND WELFARE OF</b>	98
34	<b>CHILDREN AND/OR STUDENTS</b>	99
35		100
36	<b>HEALTH, WELFARE, SAFETY</b>	101
37		102
38	<b>C-1. Health Care for All Children</b>	103
39	The National Education Association believes that every	104
40	child should have direct and confidential access to comprehen-	105
41	sive health care.	106
42	The Association also believes that such health care should	107
43	be provided by properly licensed physicians and by other prop-	108
44	erly licensed health professionals.	109
45	The Association further believes that legislation should be	110
46	adopted to provide comprehensive health care to all children.	111
47	(1990, 1997)	112
48		113
49	<b>C-2. Nutrition</b>	114
50	The National Education Association believes that proper	115
51	nutrition is essential to child development and student success.	116
52	The Association also believes that proper nutrition must be a	117
53	part of prenatal care and must continue throughout life.	118
54	The Association supports programs within the education	119
55	framework that promote understanding of proper nutrition. In	120
56	addition, the Association advocates efforts to develop uniform	121
57	symbols that make clear to consumers which food choices	122
58	promote good nutrition.	123
59	The Association further believes school food service pro-	124
60	grams must be nutritionally sound, appealing, and affordable. A	125
61	choice of nutritious plant-based foods should be available. The	126
62	Association also supports nutrition programs that are regulated	127
63	by uniform standards, readily accessible, medically correct for	128
64	students and employees who have special, documented dietary	129
65	needs, and are supported by public funds.	130
	The Association believes that changes in the way public	66
	funds are allocated for school food service programs must	67
	maintain quality and appropriate levels of service as well as	68
	support additional funding, given projected increases in popula-	69
	tion and need. (1990, 2008)	70
		71
	<b>C-3. Substance Abuse</b>	72
	The National Education Association opposes inhalant abuse	73
	and drug abuse, including alcohol and tobacco dependency.	74
	The Association supports—	75
	a. Standardization of drug laws, including the sale and	76
	distribution of drugs	77
	b. Prohibition of the production, sale, and distribution of	78
	drug paraphernalia	79
	c. Improvement of drug prevention and rehabilitation	80
	programs	81
	d. Mandated drug rehabilitation programs for any violation	82
	or conviction, whether civil or criminal, resulting from	83
	the possession or use of a controlled substance	84
	e. Research on the genetic and neurological damage done to	85
	children through parental substance abuse and the impact	86
	on student learning and behavior	87
	f. Appropriate educational experiences to educate students	88
	about the serious consequences of	89
	participating in any aspect of the illegal drug trade	90
	g. Testing and regulation of performance-enhancing dietary	91
	herbal supplements.	92
	The Association also opposes the illegal use of drugs and	93
	substances and believes that severe penalties for illegal produc-	94
	tion, distribution, and sale should be strictly enforced.	95
	The Association also supports strict enforcement of the legal	96
	drinking age and the laws governing the sale of alcoholic bev-	97
	erages in each state and supports federal legislation to establish	98
	a uniform legal drinking age of 21.	99
	The Association further supports strict enforcement of laws	100
	governing the sale of tobacco products and believes that federal	101
	legislation should be established to create a uniform age of 18	102
	for purchase, possession, or use of tobacco products. (1972,	103
	2003)	104
		105
	<b>C-4. Tobacco Products</b>	106
	The National Education Association believes that educa-	107
	tion employees should play a key role in nationwide efforts to	108
	educate young people about the dangers of tobacco use and	109
	secondhand smoke.	110
	The Association also believes that all governmental promo-	111
	tion of, subsidies for, and involvement in production and distri-	112
	bution of tobacco products should cease.	113
	The Association further believes that all places of public	114
	accommodation should be smoke-free and that taxes on tobacco	115
	products should be increased. (1994, 2002)	116
		117
	<b>C-5. Family Stability for Children</b>	118
	The National Education Association believes that it is in the	119
	best interest of all children to live in a secure and stable family	120
	environment. Every effort should be made to provide a family	121
	with the supportive services it needs to allow it to stay together	122
	and care for the child in a safe, nonabusive and nurturing	123
	environment.	124
	The Association also believes that legal adoption through	125
	certified state, national, and international agencies can provide	126
	a secure and stable family environment.	127
	In the case of custodial and noncustodial parents, the Asso-	128
	ciation recognizes the vital role both parents can play in the	129
	development of their children. The Association encourages the	130



1	judicial system to recognize the crucial role both parents can	
2	play in that development when legally appropriate.	
3	In consideration of these roles, the placement of children	
4	should be determined by a number of qualitative and quantita-	
5	tive standards that are both measurable and without regard to	
6	either parent's gender.	
7	If a child's immediate family and/or extended family is	
8	unable to care for him or her, the Association also believes that	
9	the child may need temporary foster care while, at the same	
10	time, efforts are made to work with the family toward reunifica-	
11	tion with the child.	
12	The Association further believes that parents who place	
13	children in foster care must be accountable for their efforts to	
14	rehabilitate themselves and indicate, through their actions, that	
15	they are working toward the return of the child to the home.	
16	The Association believes that, if it becomes clear that a	
17	family is not able to make a home for a child and is unable to	
18	resume parenting, efforts should be made for the legal release	
19	of the child for adoption. (1984, 2010)	
20		
21	<b>C-6. Dependent Children of Military Personnel</b>	
22	The National Education Association believes that parents	
23	servicing in the military should have adequate services provided	
24	to ensure that their dependent children are cared for and an	
25	uninterrupted education is provided in the event of mobiliza-	
26	tion of the parent(s)/guardian(s). The Association also believes	
27	that counseling should be available for military dependents and	
28	their guardians before, during, and after the military person-	
29	nel's deployment overseas. (1991, 2005)	
30		
31	<b>C-7. Child Care</b>	
32	The National Education Association believes that all child	
33	care centers should have adequate facilities, affordable payment	
34	options, proper supervision, appropriate education programs,	
35	and qualified, screened, and trained personnel. Child care	
36	centers should be examined and monitored on a continuous	
37	basis, and additional legislation should be sought as necessary	
38	to maintain the highest quality child care.	
39	The Association encourages school districts and educational	
40	institutions to establish on-site child care for preschoolers,	
41	students, the children of students, and the children of staff	
42	members. (1984, 1995)	
43		
44	<b>C-8. Community Violence</b>	
45	The National Education Association believes that children	
46	who are exposed to community violence are also its victims.	
47	Witnessing violence profoundly affects children's abilities to	
48	function at school, develop and maintain emotional stability,	
49	and establish healthy relationships.	
50	The Association also believes that children who are bystand-	
51	ers to violence must receive the appropriate counseling and	
52	support from school and community resources. (2001)	
53		
54	<b>C-9. Family/Domestic Violence</b>	
55	The National Education Association condemns any form of	
56	family/domestic violence and the tolerance thereof and believes	
57	the cycle of violence has a detrimental effect on students' well-	
58	being. School districts and communities should provide preven-	
59	tive training and educational programs for education employ-	
60	ees, students, and parents/guardians. The Association supports	
61	adequate funding and staffing of existing family services and	
62	the creation of additional support systems and shelters.	
63	The Association believes social services and the criminal	
64	justice system should continue to intervene actively in the cycle	
65	of family/domestic violence. (1978, 2000)	
	<b>C-10. Standards for Family/Domestic Crisis Care</b>	66
	The National Education Association supports a full range of	67
	assistance from interventions to shelters for families experienc-	68
	ing domestic violence.	69
	The Association advocates—	70
	a. Services that include protection, counseling, and therapy	71
	for these children and families	72
	b. Adequate financial support	73
	c. Screening and training of potential foster families and	74
	shelter personnel	75
	d. Immediate temporary foster care for children who are	76
	being abused, neglected, or exploited	77
	e. Continued training, supervision, and evaluation of foster	78
	families and shelter personnel	79
	f. Appropriate ongoing communications of pertinent infor-	80
	mation between social service agencies and education	81
	employees	82
	g. Mandated counseling for persons committing physical	83
	and/or psychological violence. (1992, 1999)	84
		85
	<b>C-11. Child Abuse, Neglect, and Exploitation</b>	86
	The National Education Association believes that all chil-	87
	dren should be protected from the psychological and physical	88
	aspects of child abuse, neglect, and exploitation.	89
	The Association urges its affiliates to—	90
	a. Seek clear legal definitions of what constitutes child	91
	abuse, neglect, and exploitation	92
	b. Encourage the development of programs that stress the	93
	identification of, reporting procedures for, legal respon-	94
	sibilities for, and techniques for dealing with abused,	95
	neglected, and exploited children	96
	c. Cooperate with community organizations to increase	97
	public awareness and understanding of the prevalence	98
	as well as the causes, prevention, and treatment of child	99
	abuse, including neglect, exploitation, incest, and phys-	100
	ical abuse	101
	d. Encourage the development and use of materials to	102
	increase student awareness of child abuse, neglect, and	103
	exploitation	104
	e. Require education employees to report to appropriate	105
	authorities instances of suspected child abuse, neglect,	106
	and exploitation while providing those employees with	107
	immunity from legal action	108
	f. Encourage development of legislatively funded provi-	109
	sions for dealing with the abusive child, adult, or institu-	110
	tion as well as processes, protective options, and coping	111
	provisions for the abused, neglected, and exploited child	112
	g. Encourage enactment of legislation for protection of	113
	children from parents/guardians who	114
	demonstrate neglect by leaving them unattended/	115
	unsupervised	116
	h. Encourage positive action from the marketing and media	117
	professions in eliminating exploitation, commercial-	118
	ization, and glamorization of physical, emotional, and	119
	sexual child abuse. (1974, 2000)	120
		121
	<b>C-12. Out-of-Home Placement of Children and Youth</b>	122
	The National Education Association believes that when chil-	124
	dren and youth are removed from the home by social services	125
	or the juvenile justice system either for their own protection	126
	or for the commission of a status offense and are placed in	127
	the custody of group homes, foster homes, or other custodial	128
	facilities, the rights of both the child or youth and the com-	129
	munity must be protected. These facilities must be licensed, be	130

1	operated by trained and licensed personnel, meet appropriate	66
2	health and safety codes, and provide counseling and ancillary	67
3	services for the child or youth.	68
4	The impact of facilities on the public schools should be	69
5	taken into account by licensing agencies and zoning authorities.	70
6	The Association also believes that once a child or youth is	71
7	removed from a home by social services or the juvenile justice	72
8	system—	73
9	a. Copies of all comprehensive school records, which may	74
10	include but not be limited to discipline history and current	75
11	special needs plans, shall be transferred to the child	76
12	or youth's current educational placement in a timely man-	77
13	ner as prescribed by law.	78
14	b. Each child or youth shall be allowed to maintain a copy	79
15	of his or her personal and educational file, which must	80
16	include but not be limited to a birth certificate, a social	81
17	security card, current special needs plans, transcripts, a	82
18	medical card, and immunization records.	83
19	c. Each child or youth shall be allowed to maintain a valid	84
20	state identification card. (1992, 2009)	85
21		86
22	<b>C-13. Protection of Infants with Disabilities</b>	87
23	The National Education Association believes that infants	88
24	born with mentally and/or physically disabling conditions are	89
25	entitled to receive medically necessary treatments and services	90
26	that are appropriate and consistent with the patient's needs and	91
27	that, in accordance with accepted standards of practice, cannot	92
28	be withheld without adversely affecting the patient's condition	93
29	or the quality of the care. These treatments and services should	94
30	be accompanied by the appropriate rehabilitation and life learn-	95
31	ing skills. (1985, 2004)	96
32		97
33	<b>C-14. Child Support Payments</b>	98
34	The National Education Association supports efforts of	99
35	parents and local, state, and federal agencies to establish and	100
36	enforce adequate child support guidelines and to improve the	101
37	effectiveness of collecting court-designated child support.	102
38	(1983, 1993)	103
39		104
40	<b>C-15. Extremist Groups</b>	105
41	The National Education Association condemns the philoso-	106
42	phy and practices of extremist groups and their efforts to recruit	107
43	young people and urges active opposition to all such movements	108
44	that are inimical to the ideals of the Association. (1980, 1993)	109
45		110
46	<b>C-16. Telephone and the Internet</b>	111
47	The National Education Association believes that children	112
48	should be protected from exploitation via telephone and the	113
49	Internet. (1989, 2006)	114
50		115
51	<b>C-17. School Facilities: Design, Construction, and</b>	116
52	<b>Function</b>	117
53	The National Education Association believes that school	118
54	facilities must be conducive to teaching and learning. The	119
55	physical environment must allow for a variety of needs, includ-	120
56	ing the number of students, physical characteristics of students,	121
57	changes in teaching methods, presentation of instruction, and	122
58	an increased use of school facilities. The Association also	123
59	believes that all school facilities must be well constructed, safe,	124
60	energy-efficient, aesthetically pleasing, accessible, functional,	125
61	and adaptable to persons with disabilities. The Association	126
62	supports facility designs with the use of nontoxic materials that	127
63	promote healthy indoor air quality through properly designed,	128
64	installed, and maintained heating, ventilation, and air condi-	129
65	tioning (HVAC) systems. The Association further believes that	130
	the use, installation, and maintenance of building materials in	66
	school facilities must be appropriate and comply with estab-	67
	lished local, state, and federal guidelines.	68
	The Association believes that the community, parents/	69
	guardians, and education employees must be involved through	70
	site-based, shared decision making in designing these facilities.	71
	Construction designs should incorporate original art.	72
	The Association also believes that stable and sufficient	73
	funding must be provided for the design, construction, adequate	74
	and ongoing maintenance, and operation of the school facility.	75
	(1992, 2009)	76
		77
	<b>C-18. Environmentally Safe Schools</b>	78
	The National Education Association believes that all educa-	79
	tional facilities must have healthy indoor air quality, be smoke-	80
	free, be safe from environmental and chemical hazards, and be	81
	safe from hazardous electromagnetic fields.	82
	School districts should conduct periodic testing for harmful	83
	water and airborne particles/agents that are detrimental to the	84
	health of students and education employees and shall report the	85
	results publicly. Further, school districts must complete correc-	86
	tive actions to eliminate the problems and report results in a	87
	timely manner.	88
	The Association also believes that it is incumbent on local	89
	education providers to be forthcoming with information regard-	90
	ing mold infestation and other indoor environmental hazards in	91
	school facilities.	92
	The Association also believes in the establishment and	93
	enforcement of standards of the Occupational Safety and	94
	Health Administration (OSHA), including temperature and	95
	humidity recommendations, to ensure health and safety. The	96
	Association further believes that pesticide use should be mini-	97
	mized and, if used, advance notice given of location and date of	98
	application.	99
	The Association supports ongoing training and certification	100
	of education employees who work in potentially hazardous situ-	101
	ations. This training must include proper handling, storage, and	102
	disposal of hazardous materials and instruction on Materials	103
	Safety Data Sheets (MSDS).	104
	Additional health hazards should not be created when facili-	105
	ties are altered or repaired.	106
	The Association believes that school districts must post	107
	MSDS and OSHA standards. Students and/or their parents/	108
	guardians, education employees, and the public should be noti-	109
	fied of actual and potential hazards. All stakeholders should	110
	be involved in developing a plan for corrective action. The	111
	Association also believes in the development and enforcement	112
	of health and safety standards specifically for children. (1989,	113
	2009)	114
		115
	<b>C-19. Staphylococcus Infection Prevention</b>	116
	The National Education Association believes that, for all	117
	employees each school year, school districts and educational	118
	institutions should initiate professional development about	119
	staphylococcus infections and their prevention. This informa-	120
	tion should also be included in any preseason orientation for	121
	students participating in athletic programs and for secondary	122
	students participating in physical education classes. The pro-	123
	gram should work in collaboration with school nurses and local	124
	health authorities. (2010)	125
		126
	<b>C-20. Programs Before and After School</b>	127
	The National Education Association believes that all	128
	children need adequate and appropriate adult supervision and	129
	guidance before and after school hours.	130

1	The Association also believes that children who have	
2	limited or no adult supervision before or after school need	
3	local, state, and/or national programs, developed and staffed by	
4	qualified and trained personnel, which include opportunities to	
5	participate in study-skill sessions, counseling, and guidance in	
6	addition to recreational activities. (1983, 1995)	
7		
8	<b>C-21. Prevention of Child Abduction</b>	
9	The National Education Association believes that all chil-	
10	dren should be protected from abduction. Programs to prevent	
11	abduction should be provided to education employees, students,	
12	parents/guardians, and the community. School districts should	
13	have policies and procedures for the prevention of abduction.	
14	(1984, 2000)	
15		
16	<b>C-22. Missing Children</b>	
17	The National Education Association believes that all avail-	
18	able means must be utilized to locate missing children. The	
19	Association also believes that local and state affiliates should	
20	work cooperatively with local programs and/or authorities to	
21	raise the public's consciousness about the missing-children	
22	crisis.	
23	The Association further believes that the voluntary finger-	
24	printing of children should be conducted in a nonthreatening	
25	environment and that completed fingerprint cards should be	
26	given to the parent/guardian. (1981, 2000)	
27		
28	<b>C-23. School Transportation</b>	
29	The National Education Association believes that free	
30	transportation should be provided for all public school students	
31	residing beyond a reasonable and safe walking distance from	
32	their assigned schools, and that local school districts should	
33	provide students with transportation for all school-related	
34	activities.	
35	All school bus personnel who are utilized to transport stu-	
36	dents should be publicly employed.	
37	The Association also believes that, if necessary for the	
38	safety of the students, paid bus assistants should be provided.	
39	Qualified substitute drivers and/or bus assistants must be	
40	provided to transport students in the absence of members of the	
41	regular transportation staff. When traveling to all school related	
42	activities, the group's sponsor or chaperone should not be the	
43	group's bus driver.	
44	The Association further believes that rules, regulations,	
45	and procedures must be developed, enforced, and continually	
46	reviewed and revised to ensure safe and orderly transportation	
47	of students. In addition to an annual bus inspection, the proper	
48	agencies should also conduct random bus inspections. Buses	
49	that transport students, especially preschool-aged students and/	
50	or students with disabilities, should be equipped appropriately.	
51	(1977, 2006)	
52		
53	<b>C-24. Comprehensive School Health, Social, and</b>	
54	<b>Psychological Programs and Services</b>	
55	The National Education Association believes that every	
56	child should have direct and confidential access to comprehen-	
57	sive health, social, and psychological programs and services.	
58	Such programs and services must be interactive and coor-	
59	dated within and between school, home, and community	
60	settings. School and community efforts must also be integrated	
61	to promote the well-being of children and youth and to build	
62	support for school and community health programs.	
63	The Association also believes that schools should provide—	
64	a. A healthful psychological climate and a safe physical	
65	environment	
	b. Food services that provide nutritious meals and that help	66
	students to select nutritionally appropriate foods.	67
	The Association further believes that programs in the	68
	schools should provide—	69
	a. A planned, sequential health education curriculum for	70
	pre-K through adult education that promotes sound nutri-	71
	tion and that includes education concerning the health	72
	risks associated with obesity and eating disorders	73
	b. A planned, sequential health education curriculum for	74
	pre-K through adult education that integrates various	75
	health topics (such as drug abuse, the dangers of perfor-	76
	mance-enhancing dietary herbal supplements, violence,	77
	safety issues, universal precautions, and HIV education);	78
	that is taught by teachers specifically prepared to teach	79
	the subject; and that enables students to develop the	80
	essential knowledge and skills to maintain personal, fam-	81
	ily, and community health	82
	c. A planned, sequential physical education curriculum for	83
	pre-K through adult education students	84
	d. Worksite health promotion to improve the health status	85
	of school staff to set an example for desired student	86
	behaviors.	87
	The Association believes that services in the schools should	88
	include—	89
	a. Counseling programs that provide developmental guid-	90
	ance and broad-based interventions and referrals that	91
	promote the physical and psychological health of students	92
	b. Service providers and methods that identify, diagnose,	93
	and resolve learning disabilities and other conditions that	94
	adversely affect the ability to learn	95
	c. Health services provided by a licensed professional	96
	school nurse that promote the health of students through	97
	prevention, case finding, early intervention, and remedia-	98
	tion of specific health problems; that provide first aid	99
	and triage of illness and injuries; and that provide health	100
	counseling	101
	d. A nurse-to-student ratio at each site that is at least one	102
	school nurse to every 750 students in the school popula-	103
	tion with adjustments to safely accommodate students	104
	with special health needs and chronic illness	105
	e. Comprehensive school-based, community-funded student	106
	health care clinics that provide basic physical and mental	107
	health, and health care services that include access to	108
	social services (which may include diagnosis and treat-	109
	ment) to supplement school nurses	110
	f. If deemed appropriate by local choice, family-planning	111
	counseling and access to birth control methods with	112
	instruction in their use	113
	g. Coordination with community agencies for support and	114
	follow-up activities.	115
	The Association also believes that all health, social, and	116
	psychological services must be provided only by appropriately	117
	licensed and certificated professional personnel. The Associa-	118
	tion further believes that education employees, parents/guard-	119
	ians, students, and personnel from community agencies provid-	120
	ing services to students must be involved in the development,	121
	implementation, and coordination of these services.	122
	The Association urges its affiliates to support legislation to	123
	provide comprehensive care to all children and supports com-	124
	munity, state, and national efforts to coordinate these services.	125
	(1969, 2010)	126
		127
	<b>C-25. School Guidance and Counseling Programs</b>	128
	The National Education Association believes that guid-	129
	ance and counseling programs should be integrated into the	130

1	entire education system, pre-K through higher education. Such	66
2	programs should be provided through a maximum counselor/	67
3	student ratio of 1:250 by appropriately certified and/or licensed	68
4	school counselors who have been trained to support students in	69
5	realizing their full potential in all areas of growth and achieve-	70
6	ment. School counselors should spend at least 80 percent of	71
7	their time providing guidance and counseling services to	72
8	students. (1987, 2004)	73
9		74
10	<b>C-26. Student Stress and Anger</b>	75
11	The National Education Association believes that increasing	76
12	mental, emotional, and environmental pressures can signifi-	77
13	cantly impact students' health and success, resulting in drug	78
14	and alcohol abuse, violence, vandalism, school dropouts, self-	79
15	injuring behaviors, and suicide among children and youth.	80
16	The Association also believes stress and anger management	81
17	programs, including follow-up support, that address the needs	82
18	of children within both school and community settings, should	83
19	be provided. Professional development to prepare education	84
20	employees and training for parents/guardians are necessary to	85
21	help students deal with stress and anger.	86
22	The Association further believes that schools must work	87
23	collaboratively with the community, local, state, and national	88
24	agencies to ensure that these children and young adults receive	89
25	comprehensive interventions and services that support their	90
26	physical and psychological well-being, and that these interven-	91
27	tions and services should be made available to all children and	92
28	young adults beginning at pre-K. (1980, 2008)	93
29		94
30	<b>C-27. Recess</b>	95
31	The National Education Association believes that super-	96
32	vised recess is a valuable tool; is an active form of learning	97
33	that unites the body, mind, and spirit; and promotes a healthy	98
34	lifestyle. The Association also believes that recess allows a stu-	99
35	dent to develop interpersonal and problem-solving skills. The	100
36	Association further believes that recess is not a substitute for a	101
37	comprehensive physical education program. (2010)	102
38		103
39	<b>C-28. Safe and Orderly School Climates and</b>	104
40	<b>Communities</b>	105
41	The National Education Association believes that a safe and	106
42	effective school climate is necessary for promoting educational	107
43	excellence in public schools. The Association also believes that	108
44	all education employees, parents/guardians, students, school	109
45	governing boards, and community members and agencies must	110
46	work cooperatively to establish and maintain safe and orderly	111
47	school communities. The Association further believes that	112
48	it is in the best interest and safety of all students if educa-	113
49	tion employees are immediately informed of students with	114
50	known serious behavior problems or violence-related potential.	115
51	Students and education employees must be safe from physi-	116
52	cal, verbal, and psychological violence, the threat thereof, and	117
53	all forms of harassment. There must be procedures to prevent	118
54	and eliminate all types of harassment that might occur. Plans	119
55	and procedures regarding discipline and/or harassment must	120
56	include due process.	121
57	The Association further believes that both schools and	122
58	school districts must have written discipline plans and proce-	123
59	dures that are fair, equitable, and consistently enforced as well	124
60	as procedures for the safe and orderly conduct of school activi-	125
61	ties and events. The Association believes that school security	126
62	personnel must be properly trained to interact with students	127
63	exhibiting violent behavior.	128
64	The Association also believes that all school buildings	129
65	should have controlled access during the school day. Schools	130
	and school districts should implement policies and procedures	
	that monitor visitor access, such as check-in and wearing of	
	identification badges.	
	The Association further believes that students must be	
	taught strategies and skills, including conflict resolution, that	
	develop respect, self-discipline, and self-control. Students must	
	learn to distinguish between their own rights and responsibili-	
	ties and the rights and responsibilities of others. There must	
	be appropriate services and placement within regular educa-	
	tion and alternative education programs and/or with state and/	
	or community agencies for students who disrupt the learning	
	environment or who are dangerous to other students, education	
	employees, and themselves.	
	The Association believes that appropriate school behavior	
	begins and is reinforced in the home. Parents/guardians of	
	children who are disruptive often need support and training	
	in order to reduce inappropriate behavior and increase student	
	learning. Programs that provide assistance and training in	
	child development, effective parenting skills, and strategies for	
	dealing with disruptive students must be available for parents/	
	guardians. Schools can be instrumental in identifying and	
	recommending strategies that can assist parents/guardians. The	
	Association also believes that a safe and effective school has a	
	positive environment in which education employees, students,	
	parents/guardians, and the community care for, communicate	
	with, respect, understand, and trust each other. (1994, 2008)	
	<b>C-29. School Emergency Plans</b>	
	The National Education Association believes in the safety	
	of all students and staff. The Association also believes that	
	schools, school districts, and school transportation systems	
	must have written plans that delineate procedures that include,	
	but are not limited to, emergencies, lockdowns, violence, evacu-	
	ations, and weather-related conditions. Plans must include rapid	
	reaction criteria and procedures coordinated with on-campus,	
	community, and other appropriate first responders. Emergency	
	plans for each school site must be developed by school person-	
	nel and parents/guardians in partnership with the community.	
	The Association further believes that for these plans to be	
	effective they must be practiced and updated on a regular and	
	consistent basis. Plans must include stress management/coun-	
	seling strategies as follow-up care for students and staff when	
	appropriate. (2007, 2009)	
	<b>C-30. Student Sexual Orientation and Gender</b>	
	<b>Identification</b>	
	The National Education Association believes that all per-	
	sons, regardless of sexual orientation or gender identification,	
	should be afforded equal opportunity and guaranteed a safe and	
	inclusive environment within the public education system. The	
	Association also believes that, for students who are struggling	
	with their sexual orientation or gender identification, every	
	school district and educational institution should provide coun-	
	seling services and programs that deal with high suicide and	
	dropout rates and the high incidence of teen prostitution. These	
	services and programs shall be staffed by trained personnel.	
	(1988, 2002)	
	<b>C-31. Suicide Prevention Programs</b>	
	The National Education Association believes that suicide	
	prevention programs including prevention, intervention, and	
	postvention must be developed and implemented. The Associa-	
	tion urges its affiliates to ensure that these programs are an	
	integral part of the school program. (1989, 1992)	

1	<b>C-32. Youth Camp Safety</b>		66
2	The National Education Association believes that all youth		67
3	campers must provide proper supervision and instruction as		68
4	well as secure facilities that meet current safety and health		69
5	standards.		70
6	The Association urges its members to support legislation		71
7	establishing guidelines that require that all camp personnel be		72
8	qualified and trained for their areas of responsibility. (1976,		73
9	1987)		74
10			
11	<b>STUDENT RIGHTS/CONCERNS</b>		
12			
13	<b>C-33. Student Rights and Responsibilities</b>		
14	The National Education Association believes that basic		75
15	student rights include the right to free inquiry and expression;		76
16	freedom of the press; due process; gender equity; freedom of		77
17	association; freedom of peaceful assembly and petition; par-		78
18	ticipation in the governance of the school, college, and univer-		79
19	sity; freedom from discrimination; freedom from commercial		80
20	exploitation, including the payment of subminimum wages; and		81
21	equal educational opportunity.		82
22	The Association also believes that each of these rights car-		83
23	ries with it a comparable responsibility. Student responsibili-		84
24	ties include regular school attendance, conscientious effort in		85
25	classroom work and assessments, and conformance to school		86
26	rules and regulations that do not abrogate these rights. Students		87
27	share with the administration and faculty a responsibility to		88
28	develop a climate within the school that is conducive to whole-		89
29	some learning and living. No student has the right to interfere		90
30	with the education of other students. It is the responsibility of		91
31	each student to respect the rights of each person involved in the		92
32	educational process.		93
33	The Association further believes in the confidentiality of		94
34	student information and opposes its dissemination to any orga-		95
35	nization or institution without the consent of the student and/or		96
36	parent/guardian.		97
37	The Association believes that student rights must be safe-		98
38	guarded when students are involved in commercial premium		99
39	campaigns and fundraising activities. (1969, 2008)		100
40			101
41	<b>C-34. Drug and Alcohol Testing of Students</b>		102
42	The National Education Association believes that mandatory		103
43	drug and alcohol testing of students without probable cause is		104
44	an unwarranted and unconstitutional invasion of privacy and		105
45	opposes such testing.		106
46	The Association also believes that schools must immedi-		107
47	ately notify parents/guardians of students suspected of abusing		108
48	drugs, alcohol, and/or performance-enhancing dietary herbal		109
49	supplements and must provide information about support ser-		110
50	vices. (1987, 2003)		111
51			112
52	<b>C-35. HIV/AIDS Testing of Students</b>		113
53	The National Education Association opposes mandatory/		114
54	involuntary human immunodeficiency virus/acquired immu-		115
55	nodeficiency syndrome (HIV/AIDS) testing of students. (1987,		116
56	1993)		117
57			118
58	<b>C-36. Optimizing Students' Time To Learn</b>		119
59	The National Education Association believes that time to		120
60	learn is essential in promoting optimum success in the schools.		121
61	The Association also believes that—		122
62	a. Student absences from school have adverse effects on		123
63	program continuity, academic success, learning, and		124
64	mastery by the student. The Association urges its affili-		125
65	ates to work with school districts, parent groups, other		126
	appropriate community groups, and public agencies to		127
	develop programs to reduce student absences.		128
	b. Excessive or unusual working hours are detrimental		129
	to a student's attention span, academic success, and		130
	learning. The child labor laws, as structured by the Fair		
	Labor Standards Act, must be monitored, enforced, and		
	strengthened by local, state, and national governing bod-		
	ies. (1979, 2007)		
	<b>C-37. Media, Games, Products, and Children</b>		
	The National Education Association believes that children		75
	are an especially vulnerable and easily exploited audience who		76
	must be protected from exposure to violence, prejudice, sexual		77
	content, and stereotyping by mass media, the Internet, and		78
	products that are accessible to children.		79
	The Association is committed to working cooperatively with		80
	media producers, advertisers, and manufacturers in developing		81
	products that protect the interests of children. The Association		82
	encourages the producers of mass media to select and use age-		83
	appropriate subject matter in their products targeted at children.		84
	The Association also encourages all radio and television pro-		85
	gramming executives, when determining the appropriateness		86
	of program subject matter and the development of broadcasting		87
	schedules, to consider children's ages. The Association further		88
	encourages advertisers and media professionals to use standard		89
	grammar and correct spelling and to refrain from the use of ste-		90
	reotypical and/or discriminatory terminology and profanity.		91
	The Association encourages the producers of games and		92
	toys to make explicit to consumers, prior to purchase, the nature		93
	of a product's content through specific labeling. The Asso-		94
	ciation also believes that regulations restricting the purchase		95
	of games and toys based on age appropriateness should be		96
	developed and enforced. The Association deplores exposing		97
	children as consumer-test groups to violent interactive games		98
	and products in order for manufacturers to determine how to		99
	increase or refine the violent content for the express purpose of		100
	increasing sales.		101
	The Association further believes that, through media		102
	literacy education, education employees, parents/guardians,		103
	and children must become critical users of mass media, the		104
	Internet, and other products accessible to children. The Asso-		105
	ciation also encourages its affiliates to establish media study		106
	committees to monitor media activities and promote positive		107
	educational programming. The Association further encourages		108
	its affiliates to provide means for education employees to assist		109
	parents/guardians in the selection of appropriate media, games,		110
	and products for their children. (1969, 2003)		111
			112
	<b>C-38. Student Use of Electronic Social Media</b>		113
	The National Education Association recognizes the popu-		114
	larity and accessibility of electronic social media, including		115
	personal websites, blogs, text messages and social network-		116
	ing sites. The Association believes that students should be		117
	informed of the possible dangers of posting personal informa-		118
	tion electronically. Students should be encouraged to report		119
	incidents of cyberbullying and other inappropriate communica-		120
	tions received using electronic social media. (2010)		121
			122
			123
	<b>C-39. Effect of Poverty on Children and Youth</b>		124
	The National Education Association believes that poverty		125
	affects a child's ability to develop necessary academic and life		126
	skills. Society must provide high quality educational opportuni-		127
	ties for all children. The Association also believes that local,		128
	state, and federal governments must provide adequate and		129
	equitable resources, including transportation as needed, and		130

1	funding to support educational programs for students affected	
2	by poverty.	
3	The Association further believes that all education profes-	
4	sionals play a crucial role in providing high quality educational	
5	experiences. For educators to empower students to experience	
6	optimal results, social programs that alleviate poverty in our	
7	communities must accompany educational programs. (1988,	
8	2008)	
9		
10	<b>C-40. Effect of Homelessness on Children and</b>	
11	<b>Youth</b>	
12	The National Education Association believes that homeless-	
13	ness creates educational challenges that interfere with the abil-	
14	ity of children and youth to access education and to progress	
15	academically. Homelessness can limit the knowledge of, and	
16	access to, services such as education, housing, jobs, health care;	
17	and other human service agencies.	
18	The Association also believes that schools need to work col-	
19	laboratively with the community; local, state, and federal agen-	
20	cies; and higher education to create opportunities to enhance	
21	student success.	
22	The Association further believes that society has the respon-	
23	sibility to lessen the effect of homelessness by assisting children	
24	and youth to develop necessary life skills, to learn new con-	
25	cepts, and to function successfully in diverse settings. (2007)	
26		
27	<b>EQUAL ACCESS</b>	
28		
29	<b>C-41. Placement of Students with HIV/AIDS</b>	
30	The National Education Association supports establishing	
31	local policy that ensures a free, appropriate public education	
32	in a least-restrictive environment for all students infected with	
33	the human immunodeficiency virus (HIV) or with acquired	
34	immunodeficiency syndrome (AIDS).	
35	The Association believes that the placement of such students	
36	in school is a medical decision that should be made on a case-	
37	by-case basis by qualified health care professionals.	
38	The Association also believes that students should not be	
39	refused admittance to school or subjected to any other adverse	
40	action solely because they have tested positive for HIV or have	
41	been diagnosed as having AIDS. (1987, 1993)	
42		
43	<b>C-42. Extracurricular Participation</b>	
44	The National Education Association believes that the suc-	
45	cessful completion of an academic program is the first priority	
46	for all students.	
47	The Association also believes that all schools, colleges,	
48	universities, and parents/guardians must accept their educa-	
49	tional responsibilities to student athletes and participants in	
50	other extracurricular activities. These students should not be	
51	exploited for economic and/or personal gain.	
52	The Association further believes that there should be fair	
53	and equitable eligibility requirements for student participation	
54	and student progress should be monitored frequently. (1984,	
55	2000)	
56		
57	<b>C-43. Gender Equity in Athletic Programs</b>	
58	The National Education Association believes that at all	
59	educational levels female and male students must have equal	
60	opportunity to participate in athletic programs.	
61	The Association urges that athletic funds for facilities,	
62	equipment, and remuneration of staff be allocated equally	
63	between female and male programs. (1974, 1993)	
64		
65		
	<b>C-44. Reduction of Gang-Related Crime</b>	66
	The National Education Association believes that families,	67
	schools, communities, businesses, and law enforcement agen-	68
	cies have critical roles in reducing gang-related crime. The	69
	Association supports collaboration among these groups in an	70
	effort to reduce such crime.	71
	The Association also supports educational programs that	72
	promote positive self-image and academic success—such	73
	as dropout prevention/intervention, before- and after-school	74
	programs, and job training— particularly for at-risk students in	75
	areas where there is a high degree of gang activity.	76
	The Association also believes that the business community	77
	has an important role in reducing illegal activities by gangs.	78
	The Association further supports programs that lead to mean-	79
	ingful job opportunities for youths.	80
	The Association further believes that law enforcement agen-	81
	cies should be active participants in education and employment	82
	programs to reduce gang-related crimes.	83
	The Association believes that federal, state, and local gov-	84
	ernments should develop and implement education and youth	85
	employment programs in helping to reduce illegal activities by	86
	gangs. (1988, 1994)	87
		88
	<b>C-45. Juvenile Offenders</b>	89
	The National Education Association believes that juvenile	90
	offenders who are convicted of serious crimes and who are	91
	contained in detention centers should be provided a healthy	92
	environment conducive to positive social change.	93
	The Association also believes that these juveniles, while in	94
	this environment, should be provided with education programs	95
	and other support services that will enable them to become con-	96
	tributing members of society. Teachers of these youths must be	97
	prepared to provide instruction in life skills and learning skills.	98
	Juvenile offenders who pose a threat to the health and safety	99
	of others and who are not placed in these centers should be pro-	100
	vided educational services in an appropriate alternative setting	101
	rather than the regular public school setting.	102
	The Association supports the placement of juveniles who are	103
	not charged with any offense or those who are status offenders	104
	in separate facilities from those persons who are charged with	105
	criminal offenses.	106
	The Association also supports adequate funding for pro-	107
	grams that provide alternatives to incarceration, discourage	108
	recidivism, and engage juveniles in positive behavior manage-	109
	ment activities and community-based rehabilitation that include	110
	counseling and community services. (1988, 2004)	111
		112
	<b>C-46. Advertising of Alcoholic Beverages and/or</b>	113
	<b>Tobacco Products</b>	114
	The National Education Association believes that all forms	115
	of advertising of alcoholic beverages and/or tobacco prod-	116
	ucts should be eliminated. The Association also believes that	117
	individual performers and organizers of concerts and sporting	118
	events should refrain from advertising and/or endorsing alco-	119
	holic beverages and/or tobacco products. (1990, 2002)	120
		121
	<b>D. PROMOTE PROFESSIONAL EXCELLENCE</b>	122
	<b>AMONG EDUCATORS</b>	123
		124
	<b>PROFESSIONAL PREPARATION</b>	125
		126
	<b>D-1. The Teaching Profession</b>	127
	The National Education Association believes that the teach-	128
	ing profession is a cornerstone of society.	129
		130

1	The goal of the profession must be to provide the highest	
2	quality of education to all students. To achieve this goal, the	
3	profession must be composed of individuals who meet the high-	
4	est standards. These standards must be established, maintained,	
5	and governed by the members of the profession and must apply	
6	to recruitment, teacher preparation, induction, professional	
7	development, evaluation, practice, and accountability. Members	
8	of the teaching profession must assume expanded leadership	
9	roles and must have the time, resources, and decision-making	
10	authority to provide the highest quality of learning for each	
11	student.	
12	The Association believes that the NEA Principles of Profes-	
13	sional Practice define the knowledge, skills, and dispositions a	
14	quality teacher should possess.	
15	A quality teacher:	
16	a. Designs and facilitates instruction that incorporates the	
17	students' developmental levels, skills, and interests with	
18	content knowledge	
19	b. Develops collaborative relationships and partners with	
20	colleagues, students, families, and communities focused	
21	on meaningful and deep learning	
22	c. Provides leadership and advocacy for students, quality	
23	education, and the education profession	
24	d. Demonstrates in-depth content and professional	
25	knowledge	
26	e. Participates in ongoing professional learning as an indi-	
27	vidual and within the professional learning community	
28	f. Utilizes multiple and varied forms of assessments and	
29	student data to inform instruction, assess student learn-	
30	ing, and drive school improvement efforts	
31	g. Establishes environments conducive to effective teaching	
32	and learning	
33	h. Integrates cultural competence and an understanding of	
34	the diversity of students and communities into teaching	
35	practice to enhance student learning	
36	i. Utilizes professional practices that recognize education	
37	as vital to strengthening our society and building respect	
38	for the worth, dignity and equality of every individual	
39	j. Strives to overcome the internal and external barriers that	
40	impact student learning. (1998, 2009)	
41		
42	<b>D-2. Teacher Preparation Programs: Recruitment</b>	
43	The National Education Association believes that strong	
44	programs of teacher recruitment are necessary to maintain	
45	and enhance the teaching profession. Such programs should	
46	emphasize the recruitment of underrepresented candidates and	
47	should include a policy of affirmative recruitment. Preteach-	
48	ing programs and recruitment efforts should be developed at	
49	high schools and community/junior colleges in conjunction	
50	with institutions of higher education with teacher preparation	
51	programs. These efforts should include the active participation	
52	of practicing pre-K through adult education teachers.	
53	The Association also believes that individuals interested in	
54	teaching as a career should attend institutions accredited by	
55	the National Council for Accreditation of Teacher Education	
56	(NCATE). Counselors and advisers should inform students of	
57	the advantages of attending NCATE-accredited institutions.	
58	Federally financed loan and grant programs should be estab-	
59	lished to encourage students to become professional educators.	
60	Progressive forgiveness of the loan should be based upon the	
61	number of years of professional service.	
62	Grants should be secured from both public and private	
63	sources to assist students planning to pursue a career in educa-	
64	tion. (1990, 2000)	
65		
	<b>D-3. Teacher Preparation for Education Support</b>	<b>66</b>
	<b>Professionals</b>	<b>67</b>
	The National Education Association believes that education	<b>68</b>
	support professionals are an integral part of the student's learn-	<b>69</b>
	ing process and, therefore, would make excellent candidates for	<b>70</b>
	teacher preparation programs.	<b>71</b>
	The Association also believes that affiliates should support	<b>72</b>
	the development of programs, resources, and funding to assist	<b>73</b>
	those education support professionals who wish to obtain a	<b>74</b>
	college degree and fulfill the requirements necessary to become	<b>75</b>
	licensed classroom teachers.	<b>76</b>
	The Association encourages licensed colleagues to act as a	<b>77</b>
	support system for such programs. (1999)	<b>78</b>
		<b>79</b>
	<b>D-4. Teacher Preparation Programs: Admissions</b>	<b>80</b>
	The National Education Association believes that require-	<b>81</b>
	ments for admission into teacher preparation programs must be	<b>82</b>
	based upon standards established and maintained by the profes-	<b>83</b>
	sion. These requirements must be rigorous yet flexible enough	<b>84</b>
	to allow admittance to those who demonstrate potential for	<b>85</b>
	effective practice. The requirements and the selection process	<b>86</b>
	must be nondiscriminatory.	<b>87</b>
	The Association also believes that admission to teacher	<b>88</b>
	preparation programs should be based on multiple consider-	<b>89</b>
	ations, such as recommendations of faculty, grade-point aver-	<b>90</b>
	age, personal interviews, portfolio reviews, and recommenda-	<b>91</b>
	tions of persons in related fields. Standardized achievement test	<b>92</b>
	scores must not be the sole basis for admission.	<b>93</b>
	The Association urges appropriate state agencies to moni-	<b>94</b>
	tor projected needs by certification areas and to inform teacher	<b>95</b>
	preparation institutions of those needs on a continuing basis.	<b>96</b>
	Teacher preparation institutions should counsel and prepare	<b>97</b>
	prospective teachers in numbers consistent with projected	<b>98</b>
	needs. (1970, 2000)	<b>99</b>
		<b>100</b>
	<b>D-5. Teacher Preparation Programs: Affiliate</b>	<b>101</b>
	<b>Participation</b>	<b>102</b>
	The National Education Association believes that its affilia-	<b>103</b>
	tes and members should be involved in teacher education	<b>104</b>
	preparation and accreditation at the national, state, and local	<b>105</b>
	levels. The Association also believes that its affiliates and	<b>106</b>
	licensed educators with teaching experience should participate	<b>107</b>
	at the college/university level in the design, implementation,	<b>108</b>
	and improvement of teacher education programs. (1970, 2001)	<b>109</b>
		<b>110</b>
	<b>D-6. Teacher Preparation Programs: Content and</b>	<b>111</b>
	<b>Evaluation</b>	<b>112</b>
	The National Education Association believes that teacher	<b>113</b>
	preparation programs must—	<b>114</b>
	a. Involve practicing, licensed pre-K through adult educa-	<b>115</b>
	tion teachers in the design, implementation, evaluation,	<b>116</b>
	and systematic change of the program	<b>117</b>
	b. Involve students preparing to teach in the evaluation and	<b>118</b>
	improvement of the program	<b>119</b>
	c. Involve teacher educators who are licensed and practic-	<b>120</b>
	ing in their field of expertise and who also demonstrate	<b>121</b>
	practical knowledge of schools and classroom teaching	<b>122</b>
	d. Include a policy of affirmative recruitment	<b>123</b>
	e. Include tests, reports, student teaching, portfolio reviews,	<b>124</b>
	and other measures of performance designed to assess	<b>125</b>
	progress in acquiring the knowledge and skills necessary	<b>126</b>
	for effective teaching	<b>127</b>
	f. Require courses in the liberal arts, subject or grade-	<b>128</b>
	level specialty, reading, methodologies for the instruc-	<b>129</b>
	tion of students with limited English proficiency, and	<b>130</b>

1	professional studies that include learning theories,	The Association further believes that prospective teachers	66
2	curriculum design, classroom management, behavior	completing clinical practice should demonstrate—	67
3	management, discipline, student assessment, school	a. A comprehensive understanding of the central concepts	68
4	accountability, school law, and teaching techniques	and structure of the disciplines that they teach	69
5	g. Include instruction and field experience in the uses of	b. A knowledge of how children learn, including how their	70
6	appropriate technology for managing and advancing	approaches to learning differ	71
7	instruction	c. The ability to provide learning opportunities that support	72
8	h. Include instructional content and experience that address	the intellectual, social, physical, and personal develop-	73
9	our multicultural, multi-ethnic diversity, recognize the	ment of individual students	74
10	contributions of ethnic and other minorities, and provide	d. A variety of instructional strategies that encourage stu-	75
11	strategies and techniques for teaching and interacting	dents to develop critical thinking skills, problem-solving	76
12	with culturally diverse students	techniques, positive social interaction, and active engage-	77
13	i. Include instructional content and experiences that	ment in learning	78
14	address how economic and/or housing status affect a	e. The ability to plan instructional strategies based upon	79
15	child's readiness and ability to learn and function in a	knowledge of the subject matter, the students, the com-	80
16	school setting and that provide specific techniques for	munity, and the curriculum goals	81
17	teachers who teach children of poverty	f. The effective use of formal and informal assessment	82
18	j. Involve students preparing to teach in recognizing biases	strategies to evaluate and ensure the continuous intel-	83
19	and acquiring the necessary skills and knowledge to	lectual, social, physical, and personal development of	84
20	assist them in creating a bias-free environment	individual students	85
21	k. Include instructional content and experience in research	g. The use of active inquiry and collaboration between and	86
22	and information skills, group processes, shared decision	among colleagues.	87
23	making, strategic planning, the dynamics of intergroup	The Association believes that clinical practice experiences	88
24	communications, peace and conflict resolution, human	provide opportunities to establish essential relationships with	89
25	growth and development, the changing role of the family,	other education employees, parents/guardians, and agencies in	90
26	exceptional behaviors, and human relations	the community to support students' learning and well-being.	91
27	l. Include a variety of field experiences throughout the	(1998, 2002)	92
28	preparation program culminating in clinical practice		93
29	m. Include accurate instructional content on the evolution	<b>D-8. Hiring Policies and Practices for Teaching</b>	94
30	of professional teacher organizations and the advances	<b>Positions</b>	95
31	in the areas of job contracts, salary schedules, benefit	The National Education Association believes that, to provide	96
32	programs, and working conditions	the highest quality of education to all students, hiring practices	97
33	n. Include instruction and practical experiences in the	must ensure that all teaching positions be filled by highly quali-	98
34	processes, strategies, realities, responsibilities, and chal-	fied professionals. The Association also believes that hiring	99
35	lenges of shared decision making, problem-solving, and	policies and practices must be nondiscriminatory and include	100
36	strategic planning	provisions for the recruitment of a diverse teaching staff.	101
37	o. Include instructional content in awareness and educa-	The Association further believes that individuals under con-	102
38	tional programs of all special education areas recognized	sideration for teaching positions must have completed a teacher	103
39	by federal law	education program meeting NCATE standards and be licensed	104
40	p. Provide access to professional and preprofessional orga-	in the field of the specific teaching assignment. Selection	105
41	nizations related to the education profession and areas of	criteria for all teaching positions must be based on the needs of	106
42	certification	the students and faculty, the goals of the school district, and the	107
43	q. Promote involvement in an NEA Student Program local	philosophy of the school.	108
44	chapter that provides opportunities for community out-	The Association believes that classroom teachers must have	109
45	reach, professional development, and political action	an active role in the hiring process, including the development	110
46	r. Be evaluated and accredited by the National Council for	of selection criteria, job descriptions, and interview instru-	111
47	Accreditation of Teacher Education (NCATE)	ments, and must participate in the interview and selection	112
48	s. Be funded at a level that ensures that NCATE accredita-	process. (1999)	113
49	tion is achieved and maintained. (1970, 2009)		114
50			115
51	<b>D-7. Teacher Preparation Programs: Clinical</b>	<b>D-9. Teacher Induction</b>	116
52	<b>Practice</b>	The National Education Association believes that teacher	117
53	The National Education Association believes that clini-	induction is an integral part of an ongoing systemic approach to	118
54	cal practice is essential to provide prospective teachers with	examining teaching in relation to student learning. It facilitates	119
55	the experiences necessary to enter the profession and be	the transition of new teachers into the profession, promotes the	120
56	prepared to teach. Clinical practice contributes to enhanced	retention of successful teachers, and provides a system of sup-	121
57	student learning by fostering the development of a reflective	port for veteran teachers experiencing a change in grade level,	122
58	practitioner.	type of assignments, job site, or cultural environment. The	123
59	The Association also believes that clinical practice should	Association also believes that an effective induction process	124
60	include a supervised student teaching experience/internship and	is based upon exemplary teaching practices, an understanding	125
61	a post-hiring residency of one year for a prospective teacher to	of adult and student learning, and a professional environment	126
62	achieve full licensure. Clinical practice provides formal sup-	that encourages collaboration and inquiry through formal and	127
63	port, instruction, and guidance by a faculty member in a teacher	informal systems of collegial support.	128
64	preparation program and by an experienced, licensed pre-K	The Association further believes that the induction process	129
65	through adult education teacher in the same field of practice.	includes critical analysis and cognitive and reflective activities	130



1	and enhances professional development. The induction process	
2	for new teachers must be mandatory, be at least one year in	
3	duration, and include a mentoring program. The induction pro-	
4	cess for veteran teachers must be flexible and provide support	
5	based upon changes in their professional assignments.	
6	The Association encourages its affiliates to be involved in	
7	the development of standards for teacher induction and in the	
8	design and implementation of the process. (1999, 2000)	
9		
10	<b>D-10. Mentor Programs</b>	
11	The National Education Association believes that mentor	
12	programs are a means of enhancing the professional expertise	
13	of employees and retaining quality educators. The Association	
14	also believes that the planning, implementation, and evaluation	
15	of such programs must be negotiated or cooperatively developed	
16	and maintained by the school district and the local affiliate.	
17	The Association further believes that the duties and respon-	
18	sibilities of all parties must be clearly defined and uniformly	
19	administered. Mentors must be selected through a defined	
20	process with articulated criteria, be properly trained and com-	
21	pensated, and be provided with adequate time to fulfill their	
22	responsibilities. The state or local authority has the obligation	
23	to provide hold-harmless protection.	
24	The Association believes that any documentation that results	
25	from the mentoring process must be confidential and the sole	
26	property of the person mentored and must not be included in	
27	the participant's personnel file. The Association also believes	
28	that any verbal conversations that result from the mentoring	
29	process must also remain confidential. (1988, 2004)	
30		
31	<b>D-11. Peer Assistance Programs and Peer Assis-</b>	
32	<b>tance and Review Programs</b>	
33	The National Education Association believes that high	
34	standards within the teaching profession and continuous	
35	improvement in professional practice are cornerstones of the	
36	profession. Some local affiliates may conclude that, under	
37	certain circumstances, a peer assistance or a peer assistance	
38	and review program is an appropriate mechanism for achieving	
39	these objectives.	
40	The primary purpose of any such program should be to	
41	provide "assistance"—to improve professional practice, retain	
42	promising teachers, and build professional knowledge to	
43	improve student success. A local affiliate may, at its option,	
44	also decide to include a "review" component in the program—	
45	involving the evaluation of performance. If a local affiliate	
46	takes either position, the program should—	
47	a. Be developed through collective bargaining or through a	
48	joint association/school district agreement in nonbargain-	
49	ing states	
50	b. Be governed by a board composed of an equal number	
51	or a majority of representatives appointed by the local	
52	affiliate	
53	c. Acknowledge that the school district makes the final	
54	decision to retain or seek nonrenewal or	
55	termination, but that recommendations forwarded by the	
56	joint governing body are routinely	
57	accepted and acted upon by the district	
58	d. Ensure that only teachers who are deemed by their peers	
59	to be highly skilled practitioners are selected for the role	
60	of consulting teacher, that the consulting teacher's area	
61	of expertise is the same as or closely related to that of the	
62	participating teacher, and that the consulting teacher is	
63	chosen by the program governing bodies	
64	e. Seek consulting teachers who reflect the diverse popula-	
65	tion of the teaching staff	
	f. Provide that consulting teachers are properly com-	66
	pensated and provided adequate time to fulfill their	67
	responsibilities	68
	g. Provide that consulting teachers receive extensive and	69
	ongoing training in mentoring/coaching skills, district	70
	initiatives and resources, and current education instruc-	71
	tional methods	72
	h. Establish guidelines for the referral of teachers as well as	73
	safeguards to prevent unwarranted referrals and to allow	74
	participating teachers the selection and/or approval of	75
	their assignment to a consulting teacher	76
	i. Establish and convey to all consulting and participat-	77
	ing teachers clear rules on allowable uses of documents,	78
	products, and communications arising from the program	79
	j. Require extensive documentation based on ongoing	80
	assessments of each participant	81
	k. Require that rigorous and extensive assistance be	82
	provided over an appropriate period of time to help the	83
	participating teacher attain the requisite standard of profi-	84
	ciency before any effort is made to counsel the participat-	85
	ing teacher into alternative career choices either within or	86
	outside the education profession or a recommendation to	87
	initiate nonrenewal or termination proceedings is issued	88
	l. Ensure due process protection and duty of fair represen-	89
	tation procedures	90
	m. Guarantee that participating teachers, consulting teach-	91
	ers, and teachers who sit on governing	92
	bodies do not lose their Association membership or bar-	93
	gaining unit status by virtue of their	94
	participation in the program. (1997, 1999)	95
		96
	<b>D-12. Administrator Preparation</b>	97
	The National Education Association believes that admin-	98
	istrators and staff are partners in the total school program.	99
	Administrators must maintain valid administrator licensure	100
	and have periodic teaching experience. Areas of instructional	101
	content and experience should include participatory decision	102
	making, interpersonal skills, personnel selection, staff evalua-	103
	tion, curriculum, school management techniques, and cultural	104
	diversity training. Prior to credentialing, an administrator shall	105
	have served at least five years in a full-time teaching position.	106
	(1985, 1994)	107
		108
	<b>APPROPRIATE STAFFING</b>	109
		110
	<b>D-13. Supervision of Extracurricular Activities</b>	111
	The National Education Association believes that extracur-	112
	ricular activities are an important part of the public school	113
	experience. Education institutions should adopt policies, stan-	114
	dards, and guidelines for staffing extracurricular activities and	115
	for hiring personnel who have the necessary skills and knowl-	116
	edge to perform those duties, and for providing staff mem-	117
	bers with appropriate ongoing training. Qualified education	118
	employees must be given the opportunity of first acceptance of	119
	paid positions. (1994, 1996)	120
		121
	<b>PROFESSIONAL DEVELOPMENT</b>	122
		123
	<b>D-14. Professional Development for Education</b>	124
	<b>Professionals</b>	125
	The National Education Association believes that con-	126
	tinuous professional development is required for education	127
	professionals to achieve and maintain the highest standards of	128
	student learning and professional practice. The Association also	129
	believes that professional development should—	130

1	a. Be based upon clearly articulated goals reached by consensus of the school community	66
2		67
3	b. Be designed, directed by, and differentiated to meet the needs of affected professionals at each site	68
4		69
5	c. Support education professionals in meeting the needs of students	70
6		71
7	d. Be incorporated into and aligned with (not added to) professional work expectations	72
8		73
9	e. Be standards-referenced and incorporate effective practice, relevant data, and current research	74
10		75
11	f. Be supported by adequate resources	76
12	g. Be career-long, rigorous, and sustained	77
13	h. Stimulate intellectual development and leadership capacity	78
14		79
15	i. Balance individual priorities with the needs of the school and the district	80
16		81
17	j. Include an ongoing assessment and evaluation component to determine effectiveness	82
18		83
19	k. Respond to, refine, improve, and adjust the professional development according to the feedback provided by the participants	84
20		85
21	l. Not usurp regular planning time for teachers.	86
22	m. Provide:	87
23		88
24	• training and ongoing support for the implementation of new and expanded programs/skills	89
25		90
26	• training and ongoing support in the development of new and revised curricula and instructional strategies	91
27		92
28	• time during the regular work day and work year for inquiry, research, reflection, and collaboration	93
29		94
30	• opportunities for mentoring/peer coaching with colleagues on an ongoing basis	95
31		96
32	• a depth of subject matter knowledge and a greater understanding of the impact of culture, gender, and learning styles	97
33		98
34	• opportunities to assume new roles, including leadership positions	99
35		100
36	• flexibility for the use of a variety of resources such as university-school partnerships, professional development schools, exchange programs, professional development resource centers, and cultural and business resources	101
37		102
38	• Training and ongoing support for the use of technology as an instructional tool. (1976, 2010)	103
39		104
40		105
41		106
42		107
43		108
44		109
45	<b>D-15. Professional Development for Education Support Professionals</b>	110
46		111
47	The National Education Association believes that professional development should be required throughout the career of education support professionals. Professional development programs should provide equal opportunities for these employees to gain and improve the knowledge and skills important to their position and job performance. Professional development programs should ensure that appropriate education employees have a decisive voice at every stage of planning, implementation, and evaluation. The Association also believes that professional development and continuing education serve as catalysts to recruit, retain, and promote qualified education support professionals. (1998, 2006)	112
48		113
49		114
50		115
51		116
52		117
53		118
54		119
55		120
56		121
57		122
58		123
59		124
60	<b>D-16. Professional Development Resource Centers</b>	125
61		126
62	The National Education Association believes that state/regional professional development resource centers provide an opportunity for education employees to share resources, experiences, and ideas for professional growth. The Association also	127
63		128
64		129
65		130
	believes that these centers should be established, funded, and accessible to all education employees. The Association further believes that members from local affiliates served by a center should comprise a majority of the membership of the professional development resource center policy board. (1982, 1999)	
	<b>COMPETENCY</b>	
	<b>D-17. Professional Development in Behavior Management, Discipline, Order, and Safety</b>	
	The National Education Association believes that behavior management, discipline, order, and safety in schools and school districts are essential to ensure student success. The Association also believes that all education employees must be provided professional development in behavior management, discipline, conflict resolution, safety plans and emergency procedures, emergency lifesaving techniques, and crisis management. (1994, 2000)	
	<b>D-18. Neurological Disorder Awareness</b>	
	The National Education Association believes in the establishment of programs that will increase education employee awareness of neurological disorders and symptoms that affect student learning. Qualified health professionals should be cooperatively involved in these programs. (1987, 1999)	
	<b>D-19. Teacher Exchange Programs</b>	
	The National Education Association believes that teachers and students benefit when teachers participate in teacher exchange programs. Voluntary teacher exchange programs should be cooperatively established with governing boards to offer such programs within and among the states, schools of federal agencies within and outside the United States, and agencies abroad. (1974, 1997)	
	<b>D-20. Education Employee Evaluation</b>	
	The National Education Association believes that formal performance-based evaluations must be augmented by formative evaluation components in order to assure the continuing competency of all education employees in their respective fields. Effective evaluation procedures supported by professional development programs will enable all education employees to keep abreast of developments in their areas of specialization. Such procedures, with sufficient resources, can help ensure job competency, identify deficiencies in performance, and provide options such as counseling, training programs, a remediation plan, and opportunities to observe peers. If following such an evaluation and after being given sufficient time, training, and opportunity for improvement, a person is then formally reevaluated and incompetence can be documented, dismissal proceedings with guaranteed due process may be instituted. Such proceedings must be implemented by administrators/evaluators who are properly trained and held accountable for appropriate and fair evaluation systems. The Association also believes that the use of student achievement measures such as standardized test scores or grades to determine the competency, quality, or effectiveness of any professional educator is inappropriate and is not a valid measure. The Association further believes that classroom teachers, without fear of discipline or negative evaluation, must be given the discretion to modify the pace of predetermined progress rates, dictated pacing guides, and mandated scripted lesson pacing charts.	

- 1 The evaluation procedure should be cooperatively developed  
 2 and maintained in conjunction with representatives selected by  
 3 the local affiliate and should include—
- 4 a. Clear performance expectations that are specific to the  
 5 job description
  - 6 b. Regular observation of job performance with advance  
 7 notice and discussion of evaluation visits and a timely  
 8 consultation after each visit
  - 9 c. A written evaluation report to be provided to the person  
 10 being evaluated
  - 11 d. Opportunity for a written response prior to the placement  
 12 of the evaluation in the personnel file
  - 13 e. An employee improvement plan that will not interfere  
 14 with any earned pay increase or longevity credit
  - 15 f. A provision for an alternative evaluator and/or an oppor-  
 16 tunity for an alternative evaluation report to ensure a fair  
 17 and unbiased evaluation of the education employee
  - 18 g. An unbiased appeals process with an evidentiary hearing  
 19 under oath.

20 The Association further believes that procedures for evalu-  
 21 ation of administrators should include evaluations by education  
 22 employees who are directly supervised by them.

23 By participating in an evaluation process, an education  
 24 employee shall not waive his or her right to due process in any  
 25 subsequent contractual or legal proceeding. (1969, 2007)

## 26 **D-21. Competency Testing of Licensed Teachers**

27 The National Education Association believes that compe-  
 28 tency testing must not be used as a condition of employment,  
 29 license retention, evaluation, placement, ranking, or promotion  
 30 of licensed teachers. (1969, 2000)

## 31 **D-22. Evaluation and Promotion in Higher Education**

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

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

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

## 46 **D-23. Promote the Retention of Experienced Education Professionals**

47 The National Education Association believes that experi-  
 48 enced education professionals are valuable resources in the  
 49 promotion of educational excellence. The Association also  
 50 believes that experienced education professionals should be  
 51 encouraged to remain in, or return to, the education profession.  
 52 This encouragement should be accomplished through strate-  
 53 gies consistent with NEA policy, including, but not limited to,  
 54 enhanced salaries and benefits, a supportive and respectful  
 55 work environment, a reasonable workload, a secure pension  
 56 accompanied by retiree health care benefits, and retirement  
 57 enhancements that reward extended years of service. These  
 58 strategies can be achieved through bargaining, legislation, or  
 59 other means. (2001, 2007)

## 60 **E. GAIN RECOGNITION OF THE BASIC IMPORTANCE OF THE TEACHER IN THE LEARNING PROCESS AND OTHER EMPLOYEES IN THE EDUCATIONAL EFFORT**

### 61 **ACADEMIC FREEDOM**

#### 62 **E-1. Instructional Excellence**

63 The National Education Association believes that to achieve  
 64 and maintain instructional excellence there must be continual  
 65 improvement in the education process. The Association also  
 66 believes that teachers have the primary responsibility for  
 67 instructional excellence and must have the primary authority to  
 68 recommend improvements in instruction through a democratic  
 69 decision-making process. The Association further believes all  
 70 education employees should support high standards for instruc-  
 71 tional excellence and contribute to the continual improvement  
 72 of education. The Association believes that no single program  
 73 can meet the needs of every student. Mandated programs, such  
 74 as scripted learning programs and pacing charts, restrict the  
 75 ability of teachers to make decisions for appropriate, meaning-  
 76 ful instruction in their classrooms. The Association recom-  
 77 mends that education employees collaborate in the research,  
 78 development, and field testing of new instructional methods and  
 79 materials. (1969, 2005)

#### 80 **E-2. Time To Teach**

81 The National Education Association believes that “time to  
 82 teach” refers not only to those hours during which an educa-  
 83 tor is actually teaching but also applies to those conditions  
 84 that contribute to the student-teacher relationship. These  
 85 include a reasonable, carefully defined work load, a duty-free  
 86 lunch period, an office in which to work, access to telephones,  
 87 adequate and appropriate office equipment, access to technol-  
 88 ogy, freedom from interruptions during instructional time, suf-  
 89 ficient unencumbered planning time, time to evaluate student  
 90 progress, time for implementation of federal and state legisla-  
 91 tive requirements, and elimination of the noninstructional tasks  
 92 required of a teacher.

93 The Association also believes that, at all levels and in  
 94 all disciplines, additional common planning time should be  
 95 provided during the student day for employees to meet for  
 96 such purposes as, but not limited to, planning interdisciplin-  
 97 ary activities/units, team planning time, and coordinating with  
 98 special education and with support professionals.

99 The Association recognizes that accountability requires  
 100 reporting on the uses of funding derived from federal, state, and  
 101 local education programs. The Association further believes,  
 102 however, that in order for the classroom educator to spend ade-  
 103 quate time on instructional duties, the paperwork burden on the  
 104 practitioner must be reduced and held to an absolute minimum.

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

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

109 The National Education Association believes that democ-  
 110 ratic values can best be transmitted in an atmosphere that  
 111 does not restrain free inquiry and learning. The Association  
 112 also believes that quality teaching depends on the freedom to  
 113 select materials and techniques. Teachers and school library  
 114 media specialists must have the right to select and use materi-  
 115 als and techniques without censorship or legislative interfer-  
 116 ence. States, school districts, and educational institutions must

1	include teachers and faculty as full voting members on textbook		
2	and curriculum review and adoption committees. Participation		
3	must be voluntary and compensated.		
4	The Association deplors prepublishing censorship, book-		
5	burning crusades, and attempts to ban books from school		
6	library media centers and school curricula. Challenges to		
7	the choice of instructional materials and techniques must be		
8	orderly and objective, under procedures mutually adopted by		
9	professional associations and school governing boards.		
10	Materials in all subject areas should—		
11	a. Include strategies that encourage student interaction		
12	b. Be developmentally appropriate		
13	c. Include appropriate accommodations and modifications		
14	for students with special needs		
15	d. Be free from stereotypes		
16	e. Address divergent points of view		
17	f. Contain sufficient activities to teach the concepts		
18	g. Provide for the evaluation of higher level thinking		
19	h. Be historically and factually accurate		
20	i. Be inclusive of all ethnic groups.		
21	Instructional materials and equipment must be provided in		
22	sufficient variety and quantity to serve all students. (1969, 2010)		
23			
24	<b>E-4. Development of Curriculum</b>		
25	The National Education Association believes that to provide		
26	the highest quality of education to all students, educators must		
27	be the primary voice in the planning, development, implemen-		
28	tation, monitoring, and refinement of curricula.		
29	The Association also believes that careful consideration		
30	must be given to the curriculum in regards to—		
31	a. Student academic standards		
32	b. Alignment of curriculum with standards		
33	c. Unwarranted duplication of content		
34	d. Prevention of content gaps		
35	e. Content overload		
36	f. Developmentally appropriate content		
37	g. Appropriate accommodations and modifications for		
38	students with special needs.		
39	The Association further believes that educators must have		
40	an active role in the establishment of procedures for the plan-		
41	ning, development, implementation, monitoring, and refinement		
42	of curricula. To that end, professional time and training must be		
43	provided. (2003, 2004)		
44			
45	<b>E-5. Development of Materials</b>		
46	The National Education Association believes that public		
47	school teachers and postsecondary faculty should be involved		
48	in the development and field testing of all educational materials		
49	offered for adoption or purchase by public school districts and		
50	educational institutions. Materials in all subject areas should		
51	include strategies that encourage student interaction, be devel-		
52	opmentally appropriate, include appropriate accommodations		
53	and modifications for students with special needs, be free of		
54	stereotypes, address divergent points of view, contain sufficient		
55	activities to teach the concepts, and provide for the evaluation		
56	of higher level thinking skills.		
57	The Association also believes that requiring the use of elec-		
58	tronic curriculum mapping and lesson planning software via		
59	district networks and the Internet should not impose additional		
60	time burdens on teachers, and must be accompanied by ade-		
61	quate training and compensation. Adoption of such practices		
62	should be a collaborative effort among teachers, administrators,		
63	and local boards of education.		
64			
65			
		Where school districts and educational institutions involve	66
		teachers and faculty in the development of any educational	67
		materials, participation should be voluntary and compensated.	68
		(1984, 2006)	69
			70
		<b>E-6. Cultural Diversity in Instructional Materials</b>	71
		<b>and Activities</b>	72
		The National Education Association believes that educa-	73
		tional materials and activities should accurately portray cultural	74
		diversity and contributions of ethnic-minority groups. Ethnic-	75
		minority teachers must be involved in selecting educational	76
		materials and in preparing teachers in their use.	77
		The Association recognizes that additional instructional	78
		materials chosen for classrooms and libraries may rightfully	79
		contain a number of points of view to allow students to become	80
		familiar with the attitudes and recommendations from various	81
		segments of the literary world.	82
		The Association acknowledges that many contemporary	83
		texts related to ethnic-minority groups do not portray real-	84
		istically their lifestyles but convey a negative self-concept to	85
		ethnic-minority students. The Association also believes that	86
		educators and governing boards should adopt and use textbooks	87
		and other educational materials in all subject areas that accu-	88
		rately portray the contributions of ethnic and other minorities.	89
		(1969, 1995)	90
			91
		<b>E-7. Women in Instructional Materials</b>	92
		The National Education Association believes that educa-	93
		tional materials should accurately portray the influence, con-	94
		tributions, and historical lifestyles of women in our nation and	95
		throughout the world. (1996, 1998)	96
			97
		<b>E-8. Religious Heritage in Instructional Materials</b>	98
		The National Education Association believes that educa-	99
		tional materials should accurately portray the influence of	100
		religion in our nation and throughout the world. (1988)	101
			102
		<b>E-9. Impact of Federal and State Legislative</b>	103
		<b>Mandates</b>	104
		The National Education Association believes that federal	105
		and state mandates regarding school programs should be broad,	106
		general guidelines, must be fully funded, and must not be based	107
		on student achievement. Mandated programs and requirements	108
		should be established or eliminated only in conjunction with the	109
		Association and its state and local affiliates. Mandates should	110
		be assessed at the local, state, and national levels by stakehold-	111
		ers, including the Association and its state and local affiliates,	112
		with particular attention to the impact on students, education	113
		employees, school programs, and finances. (1979, 2007)	114
			115
		<b>E-10. Academic and Professional Freedom</b>	116
		The National Education Association believes that academic	117
		freedom is essential to the teaching profession. Academic free-	118
		dom includes the rights of teachers and learners to explore and	119
		discuss divergent points of view. Controversial issues should be	120
		a part of the instructional program when, in the judgment of the	121
		professional staff, the issues are appropriate to the curriculum	122
		and to the maturity level of the student. A teacher shall not be	123
		fired, transferred, reassigned, removed from his or her position,	124
		or disciplined for refusing to suppress the free expression rights	125
		of students.	126
		The Association also believes that professional freedom	127
		is essential to the teaching profession. Professional freedom	128
			129
			130

1	includes the teachers' right to evaluate, criticize, and/or advo-	<b>F. PROTECT THE RIGHTS OF EDUCATION</b>	66
2	cate their personal point of view concerning the policies and	<b>EMPLOYEES AND ADVANCE THEIR</b>	67
3	programs of the schools. Furthermore, teachers must be free	<b>INTERESTS AND WELFARE</b>	68
4	to depart from mandated scripted learning programs, pacing		69
5	charts, and classroom assessments without prejudice or punish-	<b>PAY EQUITY/COMPARABLE WORTH</b>	70
6	ment. Teachers also have the right to assist colleagues when		71
7	their academic or professional freedoms are violated.	<b>F-1. Nondiscriminatory Personnel Policies/ Affirmative Action<sup>†</sup></b>	72
8	The Association further believes that legislation and regula-	The National Education Association believes that, except	73
9	tions that mandate or permit the teaching of religious doctrines	as otherwise provided below, personnel policies and practices	74
10	and/or groups that promote antipublic education agendas	must guarantee that no person be employed, retained, paid, dis-	75
11	violate both student and teacher rights. The Association urges	missed, suspended, demoted, transferred, retired, or harassed	76
12	its affiliates to seek repeal of these mandates where they exist.	because of race, color, national origin, cultural diversity,	77
13	(2002, 2009)	accent, religious beliefs, residence, physical disability, political	78
14		activities, professional association activity, age, size, marital	79
15	<b>E-11. Professional Discretion in the Classroom</b>	status, family relationship, gender, sexual orientation, or gender	80
16	The National Education Association believes that daily con-	identification.	81
17	tact with students as well as professional accountability place	Affirmative action plans and procedures that encour-	82
18	classroom teachers in the best position to address the educa-	age active recruitment and employment of ethnic minorities,	83
19	tional needs of students.	women, and persons with disabilities should be developed and	84
20	The Association also believes that teachers are best suited	implemented in accordance with Association policy. Affirma-	85
21	to develop and deliver appropriate instructional programs and	tive action plans and procedures that encourage active recruit-	86
22	classroom assessments that are consistent with state curriculum	ment and employment of men in underrepresented education	87
23	standards. The Association further believes that direct observa-	categories should also be developed and implemented. It may	88
24	tions of students and analysis of data by the classroom teacher	be necessary therefore to give preference to men in recruitment,	89
25	must guide instructional decisions without fear of reprisal.	hiring, retention, and promotion policies to overcome past	90
26	The Association believes that, while programs focusing	discrimination. (1969, 2002)	91
27	on scripted learning and pacing charts can serve as frames		92
28	of reference, it is still incumbent on the classroom teacher to	<b>F-2. Pay Equity/Comparable Worth</b>	93
29	evaluate the efficacy of all instructional programs and class-	The National Education Association believes that all work-	94
30	room assessments and to modify them when necessary in order	ers should be paid on the basis of the requirements, skills, and	95
31	to address the needs and facilitate the success of each student.	worth of their jobs, and that factors such as the gender or race	96
32	(2006, 2009)	of the individual performing the job should never play a role in	97
33		determining salary.	98
34	<b>E-12. Intellectual Property and Access to Copy-</b>	The Association supports all efforts to attain accurate and	99
35	<b>righted Materials</b>	unbiased forms of job evaluation and to raise the pay of those	100
36	The National Education Association believes that education	jobs that are presently undervalued. The "market value" means	101
37	employees should own the copyright to materials they create in	of establishing pay cannot be the final determinant of pay	102
38	the course of their employment. Ownership rights of education	scales since it too frequently reflects the race and sex bias in	103
39	employees who create copyrightable materials should not pre-	our society.	104
40	vent education employees from making appropriate use of such	The Association encourages efforts by education employees	105
41	materials in providing educational services to their students.	and others of the work force to gain salary levels appropriate to	106
42	Employees should have the right to display, reproduce, and	the skill, value, responsibility, and requirements of their jobs.	107
43	distribute copyrighted materials for educational purposes.	(1982, 1993)	108
44	The Association also believes that students should own the	<b>F-3. Uniform Compensation</b>	109
45	copyright to materials they create in the course of their studies	The National Education Association opposes any attempt	110
46	and, in the case of graduate students, to materials they create	to establish tiered compensation systems that place entry-level	111
47	while working as teaching or research assistants. (1969, 2006)	employees on a salary and/or benefits schedule that differs	112
48		from that of career employees. (1986)	113
49	<b>E-13. Support Professionals in the Education</b>		114
50	<b>Process</b>	<b>F-4. Tax Deductions for Professional Expenses</b>	115
51	The National Education Association believes that all educa-	The National Education Association believes that education	116
52	tion employees are essential to the learning environment. The	employees must continue to perform and develop profession-	117
53	Association recognizes that education support profession-	ally and that expenses incurred to do so are professional and	118
54	als promote positive role models that enhance the education	therefore must be considered as necessary and ordinary and	119
55	process.	must be uniformly deductible, as an adjustment, from gross	120
56	The Association also believes that the retention of education	income in the computation of federal, state, and local income	121
57	support professionals must be encouraged and is vital to keep-	taxes. Deductible expenses should include, but not be limited	122
58	ing strong and effective public schools. (1990, 2007)	to, expenses incurred relating to sabbatical leaves; educational	123
59		travel for maintenance and improvement of skills; an in-home	124
60		office; education-related auto use; and, purchasing of teaching	125
61			126
62			127
63			128
64			129
65			130

<sup>†</sup> See the *NEA Handbook* for the Policy Statement on Affirmative Action adopted by the 1997 Representative Assembly.

1	supplements and professional supplies, materials, and equip-	66
2	ment. (1969, 1993)	67
3		68
4	<b>COLLECTIVE BARGAINING PROCESS</b>	69
5		70
6	<b>F-5. Collective Bargaining Rights</b>	71
7	The National Education Association believes that the attain-	72
8	ment and exercise of collective bargaining rights are essential	73
9	to the promotion of education employee and student needs in	74
10	society. The Association demands that these rights be advo-	75
11	cated where they are now abridged or denied and strengthened	76
12	where they are now secured. (1980, 1993)	77
13		78
14	<b>F-6. Collective Bargaining and Grievance</b>	79
15	<b>Procedures</b>	80
16	The National Education Association believes in the neces-	81
17	sity of a public employees' federal collective bargaining law	82
18	that will not weaken any state or local bargaining laws. The	83
19	Association demands that federal, state, and local governing	84
20	bodies bargain collectively with all public employees. The	85
21	Association supports legislation that would prohibit the nego-	86
22	tiating away of any public employee statutory benefit, right, or	87
23	protection.	88
24	The Association also believes that local affiliates and	89
25	governing boards must negotiate, in good faith, written master	90
26	contracts. These contracts must include terms and conditions of	91
27	employment and other matters of concern and include a provi-	92
28	sion for agency fee.	93
29	The Association further believes that local affiliates should	94
30	determine the bargaining approach most appropriate for them.	95
31	The Association also supports a local's decision to use an	96
32	interest-based process as an option from a wide range of models	97
33	for collective bargaining and/or dispute resolution.	98
34	Grievance procedures shall be provided in the master con-	99
35	tract with definite steps to appeal the application or interpreta-	100
36	tion of the contract. Binding arbitration shall be a part of the	101
37	grievance procedure.	102
38	The Association believes that binding arbitration and the	103
39	right to strike must be an integral part of any collective bar-	104
40	gaining process.	105
41	Coordinated bargaining by Association affiliates on a	106
42	regional or statewide basis is an important component of collec-	107
43	tive bargaining.	108
44	The Association also believes that state affiliates should	109
45	seek statutory penalties for governing boards that do not bar-	110
46	gain in good faith. Further, state affiliates should seek statutory	111
47	penalties for governing bodies that seek to rescind negotiated	112
48	agreements by declarations of bankruptcy or by any other	113
49	means. (1969, 1998)	114
50		115
51	<b>F-7. Strikes</b>	116
52	The National Education Association denounces the practice	117
53	of keeping schools open during a strike.	118
54	The Association believes that when a picket line is estab-	119
55	lished by the authorized bargaining unit, crossing it, whether	120
56	physically or electronically, is strikebreaking and jeopard-	121
57	izes the welfare of education employees and the educational	122
58	process.	123
59	The Association also believes that the chances of reaching	124
60	voluntary agreement in good faith are reduced when one party	125
61	to the negotiation process possesses the power to use the courts	126
62	unilaterally against the other party.	127
63	The Association recommends that several procedures be	128
64	used in resolution of impasse—such as mediation, fact finding,	129
65	binding arbitration, political action, and strike—if conditions	130
	make it impossible to provide quality education. In the event of	
	a strike by education employees, extracurricular and cocurricu-	
	lar activities must cease.	
	Appropriate teacher preparation institutions should be noti-	
	fied that a strike is being conducted and urged not to cooperate	
	in emergency licensing or placement practices that constitute	
	strikebreaking. The Association condemns denial of credits to	
	students working in the school for credit as part of a teacher	
	preparation or credential program who have honored a work	
	stoppage. In the event of a strike at the school of placement,	
	affiliates should work with colleges and universities of both	
	student teachers and students in field placements to ensure that	
	those students honoring the work stoppage will receive credit	
	for previous service and assignments, and be provided an	
	opportunity for a comparable alternative placement in order to	
	complete all remaining preservice requirements.	
	The Association also condemns the use of ex parte injunc-	
	tion, jailing, setting of excessive bail, fines, firing of members,	
	community service in lieu of other penalties, decertification	
	of an organization as the bargaining agent, loss of association	
	rights, and revocation or suspension of tenure, licensure, and	
	retirement benefits in school work stoppages.	
	The Association urges enactment and enforcement of	
	statutes guaranteeing the rights of education employees when a	
	work stoppage occurs, including the right to present their case	
	to the state or courts, before back-to-work orders are issued.	
	The Association also urges its affiliates to establish practices	
	and procedures to supply financial and emotional support as	
	well as external and internal publicity for any local engaged in	
	a strike. (1969, 2008)	
	<b>BARGAINING ISSUES</b>	
	<b>F-8. Basic Contract Standards</b>	
	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 com-	
	penensation 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 <sup>†</sup>	
	e. Employer-paid benefits, including but not limited to com-	
	prehensive health, life, dental, vision, and income protec-	
	tion 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	
	<sup>†</sup> See the <i>NEA Handbook</i> for the Policy Statement on Affirmative Action	
	adopted by the 1997 Representative Assembly.	

1	g. Required posting of all vacant or newly created positions	The Association believes that salary schedules should—	66
2	along with the right of bargaining unit members to apply	a. Provide for entry-level salaries and career earnings	67
3	for these positions	comparable to those of other professions and occupa-	68
4	h. Unassigned preparation, planning, and travel time as	tions with similar preparation and responsibilities and be	69
5	applicable for all members of the bargaining unit	structured to provide compensation levels that encourage	70
6	i. Specified class size, teaching load, and job description	classroom teachers to remain in the classroom and sup-	71
7	j. A duty-free lunch period of not less than 30 minutes for	port professionals in the educational setting	72
8	all members of the bargaining unit	b. Be based on preparation, academic degrees, experience,	73
9	k. Nondiscriminatory, fair, and equitable treatment of bar-	professional growth, responsibilities, and full length of	74
10	gaining unit members	service	75
11	l. Contractually defined procedures for evaluation and	c. Assure that initial placement and advancement on the	76
12	promotion	salary schedule are nondiscriminatory	77
13	m. Released time for association business with full pay and	d. Provide additional compensation for certification from	78
14	benefits	the National Board for Professional	79
15	n. Parental/child rearing leave for employees to provide	Teaching Standards	80
16	care for natural or adopted children	e. Provide and maintain structural integrity through the use	81
17	o. Contractually defined procedures for ensuring educa-	of an index or percentage guide for	82
18	tion employee decision making in curriculum design and	experience increments and levels of academic preparation	83
19	related instructional management and reporting systems	f. Assure that salary paid for summer employment, con-	84
20	p. Time during the regular work day and work year for edu-	tinuing education programs, extended contracts, conduct-	85
21	cation employees to plan, engage in professional develop-	ing employee training or workshops, and extra duty is not	86
22	ment, work on curriculum and assessment, evaluate and	less than the rate for regular pay	87
23	document student progress, mentor and be mentored, and	g. Assure that salaries paid in early childhood, nontradi-	88
24	provide professional leadership	tional, adult, and alternative programs are on par with	89
25	q. Salary schedules that are equitable, regardless of the age	salaries paid in traditional programs and that any person-	90
26	level of the students being taught, and are based upon	nel serving lower socioeconomic groups not be paid	91
27	preparation, professional growth, and length of service,	less than equivalent educational professionals providing	92
28	and that exclude any form of merit pay except in institu-	similar service to higher socioeconomic groups	93
29	tions of higher education where it has been bargained	h. Define “salary increase” to mean the exact monetary	94
30	r. Placement and advancement on the salary schedule based	differential between the existing salary schedule and	95
31	on qualifications and number of years of experience in	the proposed salary schedule—exclusive of incremental	96
32	the profession	adjustments—and all basic benefits	97
33	s. Extracurricular and extra-duty assignments filled on	i. Provide at a minimum a living wage for education sup-	98
34	a voluntary basis and compensated at no less than the	port professionals.	99
35	employee’s regular rate of pay	The Association opposes providing additional compensation	100
36	t. Protection from being required to participate in commu-	to attract and/or retain education employees in hard-to-recruit	101
37	nity service	positions.	102
38	u. Retirement benefits based on all income derived from	The Association also believes that local affiliates can best	103
39	school employment	promote the economic welfare of all education employees,	104
40	v. Clearly defined bargaining unit membership	regardless of source of funding, by following the salary stan-	105
41	w. A guaranteed safe and healthy working environment,	dards developed at the state and national levels.	106
42	including a secured/lockable storage space for personal	The Association further believes that performance pay	107
43	belongings	schedules, such as merit pay or any other system of compensa-	108
44	x. The school calendar	tion based on an evaluation of an education employee’s perfor-	109
45	y. Protection from unilateral changes in terms or conditions	mance, are inappropriate.	110
46	of employment	The Association believes that its affiliates should seek the	111
47	z. Provisions to define class loads, student contact hours,	repeal of laws limiting maximum salaries and benefits for	112
48	and contract hours for instructors who are involved in	education employees.	113
49	distance education, and to guarantee that technology and	The Association also believes that there should be no limit	114
50	distance education are used to supplement, not supplant,	to the number of years of experience an education employee	115
51	employees	can transfer.	116
52	aa. Insurance against loss of personal items located on school	The Association further believes that, if school districts	117
53	property in the event of a natural disaster. (1989, 2008)	consolidate or separate, education employees should not lose	118
54		their tenure or have their salary, benefits, or seniority reduced.	119
55	<b>F-9. Salaries and Other Compensation</b>	(1969, 2008)	120
56	The National Education Association believes that salary		121
57	and other compensation structures for education employees are	<b>F-10. Minimum Criteria for Additional Compensation</b>	122
58	matters for collective bargaining. The Association also believes	<b>Beyond the Single Salary Schedule</b>	123
59	that any proposed or legislated salary and other compensation	The National Education Association is opposed to the use	124
60	structure should not bypass or undermine the bargaining pro-	of merit pay or performance pay compensation systems. The	125
61	cess or negotiated agreements. The Association further believes	Association believes that any system that provides additional	126
62	that, in nonbargaining jurisdictions, salary schedules should	compensation to education employees beyond that provided by	127
63	be incorporated into legislation, employer policy, and/or other	the single salary schedule should meet the following minimum	128
64	sources that establish the terms and conditions of employment	criteria:	129
65	for education employees.		130

1	a.	The design of the system must be accomplished through	4.	Unemployment compensation	66
2		the collective bargaining process or in nonbargaining	5.	Benefit extension for laid-off employees	67
3		jurisdictions it should be incorporated into legislation,	d.	Personal assistance	68
4		employer policy, and/or other sources that establish	1.	Personal assault protection, and in the event of assault,	69
5		the terms and conditions of employment for education		counseling services and leave that is not subject to	70
6		employees.		sick or personal leave	71
7	b.	Any additional compensation beyond a single salary	2.	Employee assistance program	72
8		schedule must not be based on education employee evalu-	3.	Reimbursement for damages to or loss of personal	73
9		ation, student performance, or attendance.		property at work site	74
10	c.	The criteria that are used to determine whether education	4.	Child care and pre-school education	75
11		employees receive the additional compensation should be	5.	An opportunity to participate in a cafeteria-type plan	76
12		clearly stated and subject to objective measurement. The		or plan authorized by Section 125 of the U.S. Federal	77
13		system also should make clear how those criteria relate to		Tax Code.	78
14		the school district's educational objectives.		The Association further believes that education employees	79
15	d.	The system should not directly or indirectly limit the		and their spouses, domestic partners, and/or dependents should	80
16		number of education employees who are eligible for the		have equal access to all benefits applicable to them.	81
17		additional compensation. All education employees should		The Association believes that comprehensive insurance pro-	82
18		be afforded a fair opportunity to meet the requisite		grams should be provided for education employees on official	83
19		standards and should receive the additional compensation		leave of absence or parental leave.	84
20		if they do. The compensation system may recognize and		The Association also believes that provisions should be	85
21		reward the additional knowledge and skills that educa-		made for retirees, their spouses, domestic partners, and/or	86
22		tion employees have acquired or may acquire over their		dependents at their option to continue in the comprehensive	87
23		careers.		health, dental, prescription drug, hearing, and vision programs.	88
24	e.	Full funding should be available to sustain the sys-		The Association further believes that, if school districts	89
25		tem. The allocation of funds to provide the additional		consolidate, regionalize, share services, or separate, education	90
26		compensation should not prevent increases in the basic		employees should not lose their tenure or have their salary,	91
27		compensation for all education employees.		benefits, or seniority reduced. (1969, 2010)	92
28	f.	The system should not diminish the professional status			93
29		of those education employees who do not receive the		<b>F-12. Education Professionals Outside the Tradi-</b>	94
30		additional compensation or in any way suggest that such		<b>itional K–12 Schools</b>	95
31		education employees are not qualified for the positions		The National Education Association recognizes the	96
32		that they hold. (2001, 2007)		contributions of educators who work with students in school	97
33				settings other than the traditional K–12 schools. The Associa-	98
34	<b>F-11. Benefits</b>			tion believes that these education professionals have the right	99
35		The National Education Association believes that benefit		to collective bargaining processes that are comparable to their	100
36		structures should be subject to collective bargaining or, in non-		K–12 counterparts. The Association also believes that these	101
37		bargaining jurisdictions, incorporated into legislation, employer		employees are entitled to equitable contract language that offers	102
38		policy, and/or other sources that establish the terms and condi-		the same rights and protections as education employees within	103
39		tions of employment. The Association also believes that all		traditional K–12 school settings. (2007)	104
40		education employees should be eligible for benefits that include			105
41		but are not limited to—		<b>F-13. Faculty Reward Structures in Higher</b>	106
42	a.	Comprehensive insurance programs		<b>Education</b>	107
43	1.	Health		The National Education Association believes that the reward	108
44	2.	Dental		structure for an institution of higher education should reflect	109
45	3.	Vision		the mission of the institution. An institution whose mission is	110
46	4.	Hearing		teaching undergraduate students should reward good teaching.	111
47	5.	Life		An institution whose mission is community outreach should	112
48	6.	Legal		reward service. An institution whose mission is basic or applied	113
49	7.	Workers' compensation		research should reward good research. The proper balance	114
50	8.	Long-term physical and mental disability		between teaching, service, and research is contingent upon fac-	115
51	9.	Prescription drug		ulty and administration agreement on the institutional mission	116
52	b.	Paid leaves		of the particular campus. (1995)	117
53	1.	Sick leave with unlimited accumulation			118
54	2.	Personal leave with unlimited accumulation		<b>F-14. Contingent Faculty and Professional Staff</b>	119
55	3.	Bereavement leave		<b>Protection</b>	120
56	4.	Parental leave, including adoption		The National Education Association actively supports creat-	121
57	5.	Dependent care leave		ing new full-time faculty positions within colleges, universi-	122
58	6.	Sabbatical leave		ties, and community colleges, and, in doing so, giving priority	123
59	7.	Professional leave		to contingent faculty seeking full-time positions. Contingent	124
60	8.	Association leave		faculty and professional staff are valuable and, in many	125
61	9.	Religious leave		cases, necessary to the programs of colleges and universities.	126
62	c.	Additional remuneration		Therefore, they should be treated no differently than full-time,	127
63	1.	Severance pay		tenure-track, or permanent faculty or professional staff for	128
64	2.	Tuition reimbursement		purposes of employment conditions, including eligibility to	129
65	3.	Retirement compensation		bargain collectively. However, the excessive use of academic	130



1	appointments on contingent, temporary, non-tenure track, and/	66
2	or multiple-year contracts may undermine academic and intel-	67
3	lectual freedom, opportunity for tenure, and participation in the	68
4	governance structure. Institutions fail to fulfill their respon-	69
5	sibility to provide adequate working conditions and educa-	70
6	tional support when contingent faculty have no office space or	71
7	allowance for office hours and are forced to teach at multiple	72
8	campuses, thereby undermining educational quality.	73
9	Equitable treatment of contingent faculty and professional	74
10	staff must include—	75
11	• Salary and benefits proportionate (pro rata pay and	76
12	benefits) to their work, including course preparation time,	77
13	office hours, committee assignments and involvement in	78
14	shared governance	79
15	• Equal treatment with tenure system faculty regarding	80
16	issues of resource allocation, including office space,	81
17	access to phone and computer equipment, library facili-	82
18	ties, secretarial support, fee waivers, and required profes-	83
19	sional development	84
20	• Conversion from contingent positions to full-time tenure	85
21	positions in programs that need or will benefit from	86
22	more full-time positions due to growth, reassignment, or	87
23	retirement. Contingent faculty who have demonstrated	88
24	competence in the institution through positive evalua-	89
25	tions should be offered the opportunity to convert into	90
26	full-time tenure-track faculty. Additionally, those seeking	91
27	tenure-track positions should have the opportunity to	92
28	present their qualifications in a fair and unbiased way for	93
29	new positions. Institutions in collaboration with exclusive	94
30	representation or appropriate governance procedures	95
31	must develop and implement an appropriate evaluation	96
32	system for contingent faculty to assure consideration for	97
33	such positions.	98
34	The Association believes that equitable policies and prac-	99
35	tices must be in place so that contingent faculty are treated as	100
36	institutionally supported professionals and can better serve	101
37	students as an integral and valued part of these institutions of	102
38	higher education. (2008, 2009)	103
39		104
40	<b>F-15. Graduate Assistant Protection</b>	105
41	The National Education Association believes that gradu-	106
42	ate assistants employed within higher education institutions	107
43	are valued employees deserving equitable treatment. Gradu-	108
44	ate assistants should be entitled to similar rights and access to	109
45	resources that faculty receive, including but not limited to:	110
46	a. Wages and benefits proportionate to their assigned work	111
47	including course preparation time, research conducted,	112
48	office hours, committee appointments, and involvement	113
49	in governance	114
50	b. Equitable access to resources such as office space, phone	115
51	usage and computers with Internet access for work	116
52	purposes, storage space, ability to receive mail, office	117
53	supplies, educational materials required for classroom	118
54	instruction and/or research, and printing facilities for	119
55	work related duties	120
56	c. A fair and transparent evaluation and discipline process	121
57	as well as a grievance procedure available to faculty and	122
58	other staff of the employing institution	123
59	d. Access to professional development opportunities.	124
60	The Association further believes that overreliance on	125
61	graduate assistants in response to government under-funding	126
62	and other fiscal crises is detrimental to the institution, the	127
63	employees, and the students. Therefore, equitable policies and	128
64	practices must be in place so graduate assistants can function as	129
65	professionals in institutions of higher education and continue to	130
	successfully proceed toward completion of their graduate and	
	postgraduate degrees. (2010)	
	<b>F-16. Economic Welfare</b>	
	The National Education Association is opposed to imposi-	
	tion of any controls that place public employees in an inferior	
	economic position, the elimination of programs that guarantee	
	social and economic justice for the American people, and any	
	program that increases unemployment. (1979, 1986)	
	<b>F-17. Constitutional and Civil Rights—Employment Protection</b>	
	The National Education Association, recognizing the	
	continuing erosion of civil rights, reaffirms its commitment	
	to protect the rights of all education employees. The Associa-	
	tion believes that the constitutional rights guaranteed to all	
	citizens shall not be abridged for public education employees.	
	The Association also believes that all levels of government	
	should monitor and enforce fair employment practice laws. The	
	Association and its affiliates, working with federal, state, and	
	local officials and agencies, shall work to promote enactment of	
	and compliance with such laws and seek to include these rights	
	in contractual agreements.	
	The Association further believes that education employ-	
	ees should be free to participate in legal and constitutionally	
	protected activities in private life without fear of workplace	
	reprisal, discipline, or termination. (1991, 2008)	
	<b>F-18. Continuing Employment and Fair Dismissal Practices</b>	
	The National Education Association believes that security of	
	position must be provided for all education employees through	
	appropriate employment policies, including fair dismissal proce-	
	dures. The laws and master contracts governing said procedures	
	must afford all education employees, including probationary and	
	substitute employees, procedural and substantive due process.	
	The Association also believes that state laws must provide	
	for the continuing employment and/or tenure of state and/or	
	local education employees and that federal laws must provide	
	similar protection for education employees in federal schools.	
	The Association further believes that any nonrenewal, revo-	
	cation, or significant change to the licensure of an education	
	employee should only follow procedural and substantive due	
	process and not be impacted by nonrenewal or termination of	
	specific employment. (1969, 2010)	
	<b>F-19. Reduction in Force</b>	
	The National Education Association believes that one of	
	its basic responsibilities is job security and urges its affiliates	
	to support legislation and/or to negotiate in master contracts	
	criteria to be utilized should reduction in force (RIF) occur.	
	Criteria should include seniority, objectivity, nondiscrimina-	
	tion, uniformity of application, and affirmative action. <sup>†</sup> Should	
	RIF become necessary, the number of administrators, supervi-	
	sors, and managers should be reduced at least in proportion	
	to the number of other education employees being reduced.	
	Contracts should establish recall procedures in which staff	
	would be recalled in the reverse order in which they were laid	
	off. Neighboring districts are encouraged to establish jointly	
	such procedures that on a regional basis would provide priority	
	hiring of laid-off education employees.	
	<sup>†</sup> See the <i>NEA Handbook</i> for the Policy Statement on Affirmative Action	
	adopted by the 1997 Representative Assembly.	

1	The Association also believes that local affiliates should—	
2	a. Negotiate reduction in force policies that exclude performance evaluation from consideration in the RIF process	67
3		68
4	b. Work cooperatively with governing boards and community leaders to assist in rehiring, relocating, and/or providing alternative career training for laid-off education employees	69
5		70
6		71
7		72
8	c. Condemn the improper use of RIF to eliminate complete areas from comprehensive educational and pupil personnel programs.	73
9		74
10		75
11	It must be recognized that reduction of supportive staff and special staff and nonreplacement of retiring and other resigning teachers are both forms of reduction in force. (1975, 1997)	76
12		77
13		78
14		79
15	<b>F-20. Mandated Training/Retraining</b>	80
16	The National Education Association believes that when a federal, state, or district mandate requires an education employee to meet new standards of employability and/or to be retrained, it is the responsibility of the mandating agency to provide released time for training, to compensate the employee at the employee’s hourly rate of pay, and to provide for the cost of tuition, textbooks, and travel. (1988, 2005)	81
17		82
18		83
19		84
20		85
21		86
22		87
23		88
24	<b>F-21. Protection of Education Employees</b>	89
25	The National Education Association believes that education employees must be safe in schools and that federal and state legislation protecting all education employees should be enacted. The Association also believes that affiliates, school districts and governing boards, law enforcement agencies, and courts should work cooperatively to ensure the strict enforcement of all laws within public schools and educational institutions.	90
26		91
27		92
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31		96
32		97
33	The Association further believes that all education employees working with a student having a record of violent behavior or severe behavior problems should be immediately informed of the nature, extent, and duration of the student’s record of violent acts/disruptive behaviors. Before student placement, these employees should also be provided with teaching strategies that may impact the student’s learning style and a plan for behavior management and modification.	98
34		99
35		100
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39		104
40		105
41	The Association believes that when education employees are the victims of physical attack, verbal abuse, theft, vandalism, or harassment due to gender, sexual orientation and gender identification, or other causes, they should receive the full support of their employer in pursuing legal and other remedies, as well as receiving reimbursement for their personal and property loss.	106
42		107
43		108
44		109
45		110
46		111
47	Time lost due to injuries from attacks should not be deducted from accumulated sick leave or personal leave.	112
48		113
49	The Association also believes that education employees must have the right to review and provide documentation to, as well as the right to participate—with association representation—in the student discipline hearing.	114
50		115
51		116
52		117
53	The Association further believes that education employees have the right to refuse continued placement of the student in their school related settings when the safety of other students or education employees is in question. (1970, 2009)	118
54		119
55		120
56		121
57		122
58	<b>F-22. Personnel Policies and Procedures</b>	123
59	The National Education Association believes that personnel policies and procedures should be written and developed cooperatively by local affiliates and their local boards of education or appropriate governing bodies. The Association also believes in a cooperative review for improvement of the personnel policies and procedures. Where it exists, improvements will be made through the negotiation process. (1969, 1999)	124
60		125
61		126
62		127
63		128
64		129
65		130
	<b>F-23. Site-Based Decision Making</b>	66
	The National Education Association supports site-based decision-making processes that are based on contractual/formal agreements between districts and local affiliates. The Association believes that the scope of local site-based decision making should be limited only by the contractual/formal agreement. The Association also believes that such agreements must include the following elements:	71
		72
	a. Voluntary participation by local sites	73
	b. A district-association structure for processing conflict resolution	74
		75
	c. An agreement on the scope of decision-making authority available to sites	76
		77
	d. Decision-making bodies composed of a majority of nonmanagement education employees with all members selected by the constituency represented	78
		79
	e. Compensated planning and training time for staff and governance bodies as well as additional resources necessary for successful implementation	80
		81
	f. Compensation and/or released time for participating staff members. (1990, 1999)	82
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	<b>F-24. Faculty-Staff Governance in Higher Education</b>	88
	The National Education Association believes that faculty and staff in higher education should participate in the governance of their educational institutions. Higher education faculty should have primary responsibility for determining curricula, methods of instruction, and subject matter; establishing requirements for earning degrees and certificates; reviewing institutional budgets; and making recommendations on financial issues that impact academic programs.	89
		90
	Where appropriate, faculty and staff should participate in the selection and evaluation process and determine the status of colleagues and administrators, especially appointments, reappointments, and tenure.	91
		92
	The Association also believes it is the primary responsibility of faculty and staff, where appropriate, to establish procedures relative to promotions, sabbaticals, and research support.	93
		94
	The Association further believes that collective bargaining provides an additional method of institutional governance. Faculty and staff should determine policies and procedures to govern salary structure, pay increases, benefit programs, calendar, and working conditions. (1994, 2006)	95
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	<b>F-25. Job Sharing</b>	111
	The National Education Association supports the concept of voluntary job sharing as a means of providing a flexible employment opportunity to help meet the varying needs of education employees. The Association believes that there must be fair and equitable distribution of work between both job sharers in terms of the total number of hours of work and the work load.	112
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	The Association asserts that job sharing conditions of work must be subject to collective bargaining and that they require the following minimum conditions for successful implementation:	119
		120
		121
		122
	a. Prorated application of the salary schedule with full recognition of years of experience	123
		124
	b. An equitable share of all benefits	125
		126
	c. An agency shop provision	127
		128
	d. The right to revert to full-time status	129
		130
	e. No loss of rights gained through tenure/seniority	131
		132
	f. Equitable credit toward seniority/retirement. (1981, 2006)	133
		134

1	<b>F-26. Intern Programs</b>	
2	The National Education Association believes that intern	
3	programs should be utilized solely for the development of pro-	
4	fessional expertise and not as a means of reducing budgets and/	
5	or supplanting or reducing the number of education employee	
6	positions. The Association also believes that interns who are	
7	employed by school districts should be included in local bar-	
8	gaining units. (1977, 1999)	
9		
10	<b>F-27. Student Workers in Educational Institutions</b>	
11	The National Education Association recognizes the impor-	
12	tance of providing employment opportunities for students in	
13	educational institutions. The Association deplores, however,	
14	the practice of employing students that results in the reduction	
15	of the number of permanent education employees or positions.	
16	(1992, 1998)	
17		
18	<b>F-28. Education Support Professionals in the</b>	
19	<b>Classroom</b>	
20	The National Education Association believes that classroom	
21	teachers should be provided with support staff to assist in	
22	the educational process. The education support professionals	
23	should assist the classroom teacher, not displace the teacher,	
24	and should have a written job description defining their duties.	
25	The Association opposes the use of education support pro-	
26	fessionals to increase class size. (1969,1998)	
27		
28	<b>F-29. Summer School Alternative Calendars,</b>	
29	<b>Extended School Day/Year, and Year-Round</b>	
30	<b>Schools</b>	
31	The National Education Association believes that local	
32	affiliates must participate fully in the design, authorization,	
33	implementation, evaluation, and continuation of summer	
34	school, alternative calendars, extended school day/year, and	
35	year-round school programs. Policies governing these programs	
36	must take into consideration the impact on the community and	
37	be in accordance with the Association's principles for profes-	
38	sional salaries and class size. These programs must be staffed	
39	by properly certificated/licensed employees. Employment in	
40	these programs must be on a voluntary basis. (1975, 2008)	
41		
42	<b>PROTECTION OF EDUCATION EMPLOYEES</b>	
43		
44	<b>F-30. Education Employees Injured on the Job</b>	
45	The National Education Association believes that the legal	
46	rights of education employees injured on the job must be	
47	protected.	
48	The Association encourages its state affiliates to assist	
49	members injured on the job so that those members have access	
50	to information regarding employment-related injuries and so	
51	that state affiliates may protect the rights of those members.	
52	(2000, 2007)	
53		
54	<b>F-31. Unemployment/Disability Compensation</b>	
55	The National Education Association supports the inclusion	
56	of education employees in unemployment and disability com-	
57	penetration legislation at the state and federal levels. (1972, 1986)	
58		
59	<b>F-32. Subcontracting/Contracting Out</b>	
60	The National Education Association believes that public	
61	school services should be performed by public education	
62	employees. The Association opposes, in public school districts	
63	and educational institutions, subcontracting/contracting out	
64	arrangements that—	
65		
	a. Transfer or displace education employees	66
	b. Replace full-time positions with temporary, part-time or	67
	volunteer workers	68
	c. Replace services that are, or could feasibly be, provided	69
	by public education employees	70
	d. Abrogate previously contracted benefits, reduce compen-	71
	sation, deny benefits, and/or reduce or eliminate accumu-	72
	lated retirement experience and benefits	73
	e. Have not been agreed to by the affected affiliate.	74
	Where subcontracting exists, the Association believes that	75
	all personnel who are employed through the subcontractor to	76
	work in the school district or educational institution must meet	77
	the highest standards of accountability. The subcontractor must	78
	conduct background checks prior to allowing employees to	79
	work in the school district or educational institution and submit	80
	validation of its findings to the school district or educational	81
	institution and must provide continuing evaluation and supervi-	82
	sion of these employees. The Association insists that such	83
	criminal background checks must provide that—	84
	a. Information collected will not be released to boards of	85
	education in a form other than a statement of qualifica-	86
	tion but be kept by the investigating state or national	87
	agency	88
	b. Every employee or potential employee has a right to due	89
	process and access to records	90
	c. Clear, specific, observable, and objective evidence of	91
	rehabilitation for past offenses is included	92
	d. Any fee for background checks shall not be borne by the	93
	employee or potential employee. (1977, 2006)	94
		95
	<b>F-33. Confidentiality of Employee Records</b>	96
	The National Education Association believes that all	97
	employee records are privileged information and must remain	98
	confidential. In order to maintain confidentiality, the rights of	99
	educational employees must include—	100
	a. A guarantee that only one personnel file exists	101
	b. Access to materials in personnel files, including a list of	102
	all electronic and hard copy records maintained by an	103
	educational institution	104
	c. The authority to inspect, review, and obtain copies of	105
	such records, explanations and interpretations of such	106
	records, and a record of past access	107
	d. Written notification within 10 working days of any place-	108
	ment of materials in the employee's	109
	personnel file	110
	e. An opportunity to respond to and challenge any materi-	111
	als and purge those that are inaccurate,	112
	misleading, and distorted	113
	f. A provision to consent to or deny release of such records,	114
	including the right to receive copies of released materials.	115
	The Association also believes that any ancillary records,	116
	such as medical and legal records, with which the educational	117
	institution may come in contact, are to be treated as privileged	118
	information and must also remain confidential.	119
	The Association further believes that it is the duty of the	120
	educational institution to inform employees of these rights and	121
	to enforce these rights. (1975, 2007)	122
		123
	<b>F-34. Right to Privacy for Education Employees</b>	124
	The National Education Association believes that educa-	125
	tion employees must be guaranteed the rights of privacy. These	126
	rights must include—	127
	a. Freedom from audio or video surveillance without the	128
	prior written permission of the individual	129
		130

1	b. Freedom from harassment by individuals, organiza-	age, resolves complaints promptly, and protects the rights	66
2	tions, or businesses due to unauthorized release or sale of	of all parties. (1989, 1997)	67
3	employee records		68
4	c. Protection from exploitation via telephone and the	<b>F-38. Protection of Education Employees from</b>	69
5	Internet	<b>Harassment Because of a Disability</b>	70
6	d. Security of computer files, passwords, and user codes	The National Education Association believes that education	71
7	from inappropriate or unauthorized access	employees should be protected from harassment because of	72
8	e. Authority to refuse a polygraph, lie detector, or other	a visible/invisible disability. The Association encourages its	73
9	invasive method of evidence collection.	affiliates to work with school districts and institutions of higher	74
10	The Association also believes that fingerprinting is accept-	learning to—	75
11	able only for the purpose of a pre-employment or pre-licensure	a. Establish strong policies that ensure compliance with	76
12	check for criminal records that are pertinent to education	all provisions of the Americans with Disabilities Act	77
13	employment. The Association opposes fingerprinting as a con-	(ADA) and provide all necessary accommodation for full	78
14	dition of continued employment or licensure. The Association	participation in all employment responsibilities	79
15	further believes that all costs of fingerprinting must be borne by	b. Develop educational programs to help individuals	80
16	the employer or licensing agency. (1999, 2006)	recognize, understand, prevent, and combat harassment	81
17		because of a disability	82
18	<b>F-35. Privileged Communications</b>	c. Develop and publicize a grievance procedure that	83
19	The National Education Association believes that communi-	encourages the reporting of incidents of harassment	84
20	cations between all education employees and students must be	because of a disability, resolves complaints promptly, and	85
21	legally privileged. The Association also believes that commu-	protects the rights of all parties	86
22	nication between administrators and other education employ-	d. Provide information regarding services available to pro-	87
23	ees must be kept private without the consent of the affected	tect individuals whose employers are not in compliance	88
24	employee. The Association urges its affiliates to aid in seeking	with ADA. (2005, 2009)	89
25	legislation that provides this privilege and protects both educa-		90
26	tion employees and students. (1974, 1996)	<b>F-39. Employee Rights Pending Court Action</b>	91
27		The National Education Association believes that when	92
28	<b>F-36. Protection of Education Employee</b>	criminal charges or civil lawsuits are filed against an education	93
29	<b>Advocates</b>	employee, the right of due process must be guaranteed. If an	94
30	The National Education Association believes that education	employee is removed from student contact or suspended from a	95
31	employees have the right to organize and to serve as advocates	position due to pending court action, all employment rights of	96
32	for education employees, students, and parents/guardians. The	the employee shall remain in force, including full compensation	97
33	Association also believes that every member has the right and	and job security. Contract provisions should provide procedures	98
34	obligation to participate in the Association without fear, intimi-	to be followed until final disposition of the case. (1984, 1999)	99
35	dation, or retribution.		100
36	The Association further believes that governing boards,	<b>F-40. Allegations Against Education Employees</b>	101
37	administrators, and public officials must respect education	The National Education Association believes education	102
38	employees and their right to exercise constitutional guarantees	employees should be protected from allegations of child abuse	103
39	and condemns those who attempt to fire, demote, transfer, or	made in bad faith.	104
40	give punitive assignments to education employees for their	Any such allegation should be investigated and resolved	105
41	leadership in education employee organizations or for question-	immediately. The name of the employee should not be publicly	106
42	ing apparent violations of their terms of employment.	revealed until and unless there is a finding of guilt.	107
43	The Association believes that school board policies should	Counseling from an outside community agency should be	108
44	allow the provision of released time without loss of pay for	provided for any education employee accused of child abuse,	109
45	those who are fulfilling leadership responsibilities, attending	with emphasis upon the fact that such referral does not presume	110
46	meetings, appearing in court in their roles as advocates, or par-	guilt. Additional counseling should be available for the inno-	111
47	ticipating in other Association activities. The Association also	cent employee after the case is decided.	112
48	believes that, for conducting association business, its affiliates	The Association also believes in procedural and substantive	113
49	should be allowed to use school property without censorship,	due process for education employees accused of child abuse	114
50	restraint, or other interference. (1976, 2000)	including a mechanism whereby false or unfounded accusations	115
51		can be expunged from all records, and supports restoration of	116
52	<b>F-37. Protection of Education Employees from Age</b>	job status and all rights and benefits to education employees	117
53	<b>Harassment</b>	who are acquitted of child abuse charges. The Association fur-	118
54	The National Education Association believes that education	ther believes all members should be knowledgeable of current	119
55	employees should be protected from harassment because of	practices in dealing with such allegations. (1989, 1996)	120
56	age. The Association encourages its affiliates to work with local		121
57	school districts and institutions of higher education to—	<b>F-41. Health Examinations</b>	122
58	a. Establish strong policies that grant those at or approach-	The National Education Association opposes the imposition	123
59	ing retirement age freedom in their options to continue	of physical and mental examinations by governing boards for	124
60	education employment or to retire	the purpose of harassment of education employees.	125
61	b. Develop educational programs to help individuals	Physical and mental examinations of education employees	126
62	recognize, understand, prevent, and combat harassment	should be required only when there is probable cause. Results	127
63	because of age	of such examinations shall be subject to medical confidentiality,	128
64	c. Develop and publicize a grievance procedure that encour-	and the education employee shall be informed of all results.	129
65	ages the reporting of incidents of harassment because of		130

1	The Association believes that health-related informa-	66
2	tion must not be released without the written consent of the	67
3	employee. The employee must have the right to examine and, if	68
4	needed, correct his/her medical records.	69
5	The Association also believes that the cost of any required	70
6	physical or mental diagnostic procedure should be incurred	71
7	by the agency that requires such procedure and that education	72
8	employees should be guaranteed the right to select their own	73
9	physician. (1977, 1995)	74
10		75
11	<b>F-42. Drug and Alcohol Testing</b>	76
12	The National Education Association believes in a drug- and	77
13	alcohol-free workplace. However, the Association believes that	78
14	mandatory and/or random drug and alcohol testing of employ-	79
15	ees and job applicants is an unwarranted and unconstitutional	80
16	invasion of privacy and opposes such testing. (1987, 1994)	81
17		82
18	<b>F-43. HIV/AIDS Testing of Education Employees</b>	83
19	The National Education Association opposes mandatory/	84
20	involuntary human immunodeficiency virus/acquired immuno-	85
21	deficiency syndrome (HIV/AIDS) testing of education employ-	86
22	ees or education employment applicants. (1987, 1993)	87
23		88
24	<b>F-44. Employees with HIV/AIDS</b>	89
25	The National Education Association believes that educa-	90
26	tion employees shall not be fired, nonrenewed, suspended (with	91
27	or without pay), transferred, or subjected to any other adverse	92
28	employment action solely because they have tested positive	93
29	for the human immunodeficiency virus/acquired immunodeficiency	94
30	syndrome (HIV/AIDS) antibody or have been diagnosed	95
31	as having HIV/AIDS. (1987, 1993)	96
32		97
33	<b>F-45. Hepatitis Vaccinations</b>	98
34	The National Education Association believes that governing	99
35	boards should provide free hepatitis vaccinations to all employ-	100
36	ees choosing to be or required to be vaccinated. (1995, 2002)	101
37		102
38	<b>F-46. Health Care Issues Awareness</b>	103
39	The National Education Association supports health care	104
40	issues awareness programs designed to help those coping with	105
41	catastrophic illnesses. The Association also supports efforts to	106
42	educate students, education employees, and the general public	107
43	about such programs and about the benefits of blood, organ,	108
44	and tissue donation. (1995, 2002)	109
45		110
46	<b>F-47. Color Vision Deficient Employees</b>	111
47	The National Education Association believes that the needs	112
48	of all employees, including color vision deficient employees,	113
49	must be met. All educational materials that use color coding	114
50	for referencing information should be accompanied by an alter-	115
51	nate method of identifying these items of information such as	116
52	numbering or labeling the names of each color. (2004, 2005)	117
53		118
54	<b>F-48. Stress Management and Wellness Programs</b>	119
55	The National Education Association believes that adverse	120
56	and stressful classroom and school conditions have led to	121
57	increased emotional and physical disabilities among education	122
58	employees. The Association supports stress management and	123
59	wellness programs that facilitate the recognition, prevention,	124
60	and treatment of stress-related problems. Such programs should	125
61	ensure confidentiality and treatment without personal jeopardy.	126
62	The Association urges that the harmful effects of stress on	127
63	education employees be recognized and demands procedures	128
64	that will ensure confidentiality and treatment without personal	129
65	jeopardy.	130
	The Association also supports employee assistance pro-	
	grams (EAPs) as a voluntary resource that would assist educa-	
	tion employees who are experiencing significant professional	
	or personal problems by providing confidential, professional	
	counseling leading to improved health and job effectiveness.	
	(1979, 1997)	
	<b>F-49. Medication and Medical Services in Schools</b>	
	The National Education Association believes that proce-	
	dures should be established for students who must use pre-	
	scribed medication or who need other medical services during	
	school hours. The Association also believes that education	
	employees must be notified of students with life threatening	
	illnesses/conditions. Education employees must be trained to	
	recognize the signs and symptoms of imminent life-threatening	
	conditions. The Association further believes established proce-	
	dures should provide that—	
	a. Only licensed medical personnel, properly trained by	
	the district, be required to administer such medication or	
	perform such medical services	
	b. A physician's written verification of the student's need for	
	medication or services be required	
	c. Written permission of the parent/guardian be required	
	d. The initial dosage of medication not be given in the	
	school except in life-threatening situations. Initial dosage	
	is the first dosage administered from the prescription	
	e. Each medication given be recorded on a medication log	
	that includes date, time, and signature of the person giv-	
	ing the medication	
	f. Medication be delivered in and dispensed from a con-	
	tainer properly labeled with the name and strength of	
	medication, name of patient, name of physician, date of	
	the original prescription, and directions for use	
	g. Proper storage for the medication be available.	
	The Association believes that education employees who	
	are not licensed medical personnel should be protected from	
	all liability if they are required to administer medication or	
	perform medical services. The Association also believes that	
	such education employees should have the right to refuse to	
	administer medication or perform medical services without fear	
	of repercussion. (1977, 2008)	
	<b>F-50. School Nurses</b>	
	The National Education Association urges its affiliates to	
	enroll school nurses in active membership and to seek legisla-	
	tion that provides licensure/certification, inclusion in collective	
	bargaining agreements, and achievement of an appropriate	
	school nurse-to-student ratio. Each site must have at least one	
	school nurse to every 750 students, with appropriate adjust-	
	ments to safely accommodate students with special health	
	needs and chronic illnesses.	
	The Association believes that professional development pro-	
	grams should be available to all licensed/certified school nurses	
	to augment their skills in delivering health care services and in	
	dealing with students with disabilities. (1980, 2006)	
	<b>F-51. Save Harmless/Education Employee Liability</b>	
	The National Education Association believes that educa-	
	tional institutions should—	
	a. Provide legal liability protection for education employees	
	when their duties include physical assistance to students	
	b. Pay all costs—including attorneys' fees, expenses, and	
	damages—incurred by employees and other agents in	
	defending any civil action arising out of acts or omissions	
	occurring during the performance of their duties	

1	c. Reimburse employees and other agents for all costs	66
2	incurred in defending any criminal action arising out of	67
3	acts or omissions occurring during the performance of	68
4	their duties, provided that said action terminates in favor	69
5	of the accused.	70
6	The Association recommends that educational institutions	71
7	attempt to secure appropriate insurance to provide the aforesaid	72
8	payment and reimbursement. (1976, 2001)	73
9		74
10	<b>F-52. Protection of Individuals in Clinical Practice</b>	75
11	<b>Programs</b>	76
12	The National Education Association believes that individu-	77
13	als participating in clinical practice programs should be pro-	78
14	vided with legal status and liability protection by the appropri-	79
15	ate teacher preparation institution.	80
16	The Association also believes that higher education institu-	81
17	tions and cooperating school districts should supply any and	82
18	all instructional materials that student teachers would require	83
19	during their student teaching terms. Students who are implicitly	84
20	or explicitly discouraged from outside employment during their	85
21	clinical practice experiences should be provided financial assist-	86
22	ance or tuition waivers by the appropriate teacher preparation	87
23	institution.	88
24	The Association encourages its affiliates to work with school	89
25	districts and other appropriate bodies to formulate standards	90
26	for clinical practice programs. Supervising or cooperating	91
27	teachers in a clinical practice program should have reduced	92
28	teaching loads and be given a minimum established compensa-	93
29	tion. Acceptance of student teachers, interns, or residents by	94
30	pre-K through adult education classroom practitioners should	95
31	be voluntary.	96
32	The recommendation of the supervising or cooperating	97
33	classroom teachers in such a program shall weigh heavily in the	98
34	final decision regarding readiness to enter the teaching profes-	99
35	sion. Teacher preparation programs should offer alternative	100
36	placements for individuals in those programs in the event of a	101
37	strike or other work stoppage. (1970, 1999)	102
38		103
39	<b>F-53. Transportation Liability Insurance</b>	104
40	The National Education Association urges its affiliates to	105
41	seek the enactment of state and local legislation that would	106
42	require school systems and educational institutions to provide	107
43	and to incur the expense of transportation liability insurance for	108
44	education employees who are requested or required to transport	109
45	students by private vehicle for any school-related function.	110
46	(1978, 1995)	111
47		112
48	<b>F-54. Part-Time or Temporary Education</b>	113
49	<b>Employees</b>	114
50	The National Education Association believes that the	115
51	increased use and/or abuse of part-time education employees	116
52	threatens the academic integrity of the institution.	117
53	The Association also believes that part-time education	118
54	employees should be employed only when an educational	119
55	program requires specialized training or expertise not avail-	120
56	able among full-time education employees and when the need	121
57	for such training and expertise warrants less than full-time	122
58	employment.	123
59	The Association further believes that part-time educa-	124
60	tion employees should receive the same salary and benefits as	125
61	full-time education employees at least prorated according to	126
62	workload. Part-time education employees should have the same	127
63	opportunities to participate in collective bargaining, training,	128
64	service on committees, and setting the academic direction of	129
65	the educational institution.	130
	The Association deplores the practice of employing part-	66
	time or temporary employees for the purpose of reducing insti-	67
	tutional budgets, reducing the number of full-time education	68
	employee positions, or avoiding the maintenance of an increase	69
	in the number of tenure track positions. (1976, 1999)	70
		71
	<b>F-55. Volunteers in Public Schools</b>	72
	The National Education Association believes that parents/	73
	guardians and other community volunteers have a valuable role	74
	to play within the public schools. The proper use of volunteers	75
	is essential for the preservation of quality educational programs	76
	for children. Volunteers should be appropriately screened and	77
	trained, as determined by the needs of the local school system	78
	and by state statutes. The screening should be for the sole	79
	purpose of eliminating volunteers who are convicted felons,	80
	child abusers, or sex offenders. Training should include, but not	81
	be limited to, the development of age-appropriate activities and	82
	sensitivity to diversity issues.	83
	The Association deplores the practice of using volunteer	84
	workers for the purposes of reducing instructional budgets or	85
	the number of full- or part-time education employee positions	86
	within a local school system.	87
	The Association also believes that education employees	88
	should be involved in the decision-making process regarding	89
	the utilization of volunteers within local school systems. (1998,	90
	2000)	91
		92
	<b>F-56. Substitute Teachers</b>	93
	The National Education Association believes in the impor-	94
	tance of employing professional educators to fulfill the critical	95
	role of substitute teachers. The Association also believes that	96
	substitute teachers perform a vital function in the maintenance	97
	and continuity of daily education.	98
	In order to achieve and maintain the highest standards of	99
	student learning and professional practice, and to ensure qual-	100
	ity instruction in every classroom every day, the Association	101
	further believes that substitute teachers must—	102
	a. Meet the same standards as other licensed teachers	103
	within the state	104
	b. Receive professional compensation and benefits	105
	c. Receive continuous professional development	106
	d. Be provided with materials and information appropriate	107
	to the position in which they are	108
	substituting, including any special needs of the students.	109
	e. Be entitled to representation and/or support by local,	110
	state, and national affiliates in collective bargaining.	111
	The Association condemns the practice of assigning substi-	112
	tute teachers to regular positions for an extended duration of	113
	time. Positions created by extended absence should be filled	114
	by available licensed teachers who are eligible to be placed on	115
	contractual status by the school district.	116
	The Association opposes the practice of replacing absent	117
	teachers by dispersing students to other classrooms. The Asso-	118
	ciation also opposes the use of individuals such as education	119
	support professionals, part-time employees, or employees hired	120
	through private agencies to cover classes. The Association fur-	121
	ther opposes requiring teachers to substitute during their prepa-	122
	ration time, or in place of their regular teaching assignment.	123
	The Association believes that school districts must provide	124
	full compensation for licensed teachers who substitute for per-	125
	sonnel on extended leave. (1975, 2009)	126
		127
	<b>F-57. Substitute Education Support Professionals</b>	128
	The National Education Association recognizes the	129
	importance of substitute education support professionals in the	130

1	maintenance and continuity of daily operations. The Association		
2	believes that an education support substitute must meet the		
3	same standards as the employee for whom he/she substitutes.		
4	The Association supports the right of substitute employees		
5	to organize for collective bargaining purposes. The Association		
6	also supports the practice of providing schedule pay plus		
7	benefits for education support professionals substituting for		
8	permanent education support professionals on extended leave.		
9	(1992, 2008)		
10			
11	<b>F-58. Education Employees and Active Duty</b>		
12	<b>Service</b>		
13	The National Education Association believes that an education		
14	employee whose career is interrupted by a call to active		
15	duty service by the National Guard or the reserves should be		
16	guaranteed reemployment and all benefits that would accrue if		
17	the employee had continued in a position with the school system.		
18	The Association also believes that the federal government,		
19	upon calling an educator to active duty, should supplement the		
20	service person's compensation so his/her family does not experience		
21	a loss of revenue or benefits. (1975, 2005)		
22			
23	<b>F-59. Employment in Federal Schools</b>		
24	The National Education Association believes that the federal		
25	schools should adopt employment practices consistent with federal		
26	legislation and with the Association's established policies.		
27	The Association also believes that equal rights, benefits,		
28	and entitlements should be accorded to all education employees		
29	who are employed in federal schools.		
30	The Association urges governing bodies of federal schools		
31	to develop policies that ensure a minimum of 120 days notification		
32	of military installation and federal school closures. The		
33	Association also urges that personnel affected by these closures		
34	be provided support by the employer during this transition		
35	period. (1971, 1999)		
36			
37	<b>F-60. Education in Correctional and Rehabilitation</b>		
38	<b>Agencies</b>		
39	The National Education Association believes that legislative		
40	and professional support should be given to members who		
41	teach in federal, state, and local correctional and rehabilitation		
42	institutions, hospitals, and other custodial agencies. The		
43	Association supports improving the standards of instruction in		
44	these institutions, which includes providing appropriately certified		
45	education professionals to carry out plans for students with		
46	individualized education programs (IEPs) or 504 plans.		
47	The Association also believes that the rights of individuals		
48	who are protected under the provisions of the Individuals with		
49	Disabilities Education Act and Americans with Disabilities Act		
50	must be preserved. (1973, 2007)		
51			
52	<b>RETIREMENT/SOCIAL SECURITY</b>		
53			
54	<b>F-61. Retirement</b>		
55	The National Education Association believes that the retirement		
56	security of all pre-K through 12 members of retirement		
57	systems can be assured only by participation in a state or local		
58	retirement system with a guaranteed and adequate defined benefit		
59	retirement plan. Such plans must be funded in a manner that		
60	assures the long-term stability of the plan. For pre-K through 12		
61	members of retirement systems, defined contribution provisions		
62	are appropriate only where they supplement adequate defined		
63	benefit provisions.		
64			
65			
	The Association also believes that pension funding should	66	
	include the following principles:	67	
	a. When actuarial liabilities exceed actuarial assets, the	68	
	state and/or employer must make the necessary additional	69	
	contributions to amortize the unfunded liability in	70	
	no more than 30 years.	71	
	b. When actuarial assets exceed actuarial liabilities, the	72	
	state and/or employer should not reduce the rate of contributions	73	
	below the normal cost of the plan.	74	
	c. Employee contributions, if any, should be made on a pre-tax	75	
	basis and be a percentage of total salary not to exceed	76	
	the amount contributed by employers. The employer may	77	
	pay part or all of the employee contribution.	78	
	d. Credit for all wages and salary must be included in all	79	
	retirement benefit calculations.	80	
	The Association further believes retirement benefits should,	81	
	at a minimum, include:	82	
	a. Full vesting in no more than 5 years	83	
	b. An initial benefit constituting a replacement income	84	
	of 50 percent of the single highest year's salary from	85	
	all sources after 20 years of creditable service and 75	86	
	percent after 30 years of creditable service; this benefit	87	
	calculation equates to a basic benefit formula multiplier	88	
	of 2.5 percent for all creditable years of service	89	
	c. Benefits based upon unisex mortality tables	90	
	d. Automatic pre-funded full cost-of-living pension	91	
	increases for retirees and beneficiaries	92	
	e. Normal retirement eligibility, including health benefits,	93	
	with 25 creditable years of service or at age 55 if fully	94	
	vested	95	
	f. No provisions in core plans to reduce benefits because of	96	
	the existence of any annuity or retirement benefit source	97	
	including Social Security; supplemental retirement plans	98	
	designed to provide a leveling benefit must assure a level	99	
	lifetime replacement income that significantly augments	100	
	existing benefits of all members over time	101	
	g. Benefits that comply with nondiscriminatory Internal	102	
	Revenue Service rules and regulations	103	
	h. Joint survivor benefits should be equally available for	104	
	spouses and domestic partners; joint survivor benefits	105	
	for any other person should be available based upon IRS	106	
	guidelines	107	
	i. Disability or death benefits that should be equally available	108	
	for spouses, dependants, and domestic partners	109	
	j. Provisions that define a full year of creditable service	110	
	based upon working 80 percent or more of the contract	111	
	year or 80 percent or more of the hours constituting a full	112	
	year; partial year credit should be earned on a pro-rated	113	
	basis for any service less than the minimum required to	114	
	obtain a full year of creditable service	115	
	k. Provisions for the option of allowing unused sick leave	116	
	and other end of service payments to be used for retirement	117	
	credit	118	
	l. Provisions permitting the purchase of service credit	119	
	earned while a member of another retirement system	120	
	including any other public school district, Department of	121	
	Defense Education Activity (DoDEA) schools or while	122	
	in the Peace Corps, Volunteers in Service to America	123	
	(VISTA), or military service	124	
	m. Provisions permitting the purchase of service credit for	125	
	sabbatical leaves, maternity/paternity/adoption leaves	126	
	where credit is not automatically given, and any other	127	
	approved leaves of absence; members affected by any	128	
	forced leave provisions or separation of service provisions	129	
	that are unlawful under current law should be	130	

1	permitted to purchase service credit for those periods of				
2	leave or separations at any time prior to retirement at the				
3	lowest plan rate				
4	n. Provisions for, upon termination of employment, the				
5	portability to other qualified pension plans of the full				
6	actuarial value of retirement credits earned				
7	o. Disability retirement for a service-connected disability				
8	available to education employees from the first day of				
9	employment; nonservice connected disability retirement				
10	shall be available for fully vested members; the benefit				
11	formula for disability retirement should yield benefits				
12	comparable to normal retirement benefits				
13	p. Provisions for any tax-sheltered annuity and deferred				
14	compensation plans that have actuarial tables that do				
15	not discriminate on the basis of race, gender, or national				
16	origin				
17	q. Provisions for health benefits for retirees, their spouses,				
18	domestic partners, and/or dependents that include a				
19	fully paid comprehensive health insurance plan regard-				
20	less of Medicare eligibility; these benefits should be at				
21	least equal to those offered to full-time employees; those				
22	eligible for Medicare should be covered by a fully paid				
23	comprehensive Medicare supplement insurance benefit				
24	that along with Medicare equals the benefits provided to				
25	full-time employees.				
26	The Association believes boards of trustees should:				
27	a. Consist of active members who are all elected by and				
28	from their plan's active membership and retired members				
29	who are all elected by and from their plan's retired mem-				
30	bership; the total number of active and retired member				
31	trustees should constitute a majority of the board				
32	b. Administer the plan for the exclusive benefit of the ben-				
33	eficiaries of the system				
34	c. Have the duty and authority to oversee the administration				
35	of both benefits and investments				
36	d. Subject to their fiduciary responsibilities, have all the				
37	powers necessary to ensure their independence from the				
38	plan sponsor, including the power to obtain by employ-				
39	ment or contract the services necessary to exercise the				
40	trustees' powers and perform the trustees' duties, includ-				
41	ing actuarial, auditing, custodial, investment, and legal				
42	services				
43	e. Undertake periodic independent actuarial reviews and				
44	audits				
45	f. Distribute an annual financial statement to all members				
46	g. Use actuarial and investment policies with the highest				
47	level of fiscal integrity				
48	h. Ensure that counseling, education, and services are avail-				
49	able to all active and retired members				
50	i. Recognize that, in their role as fiduciaries, they can iden-				
51	tify and participate in appropriate educational programs				
52	and initiatives in order to acquire/maintain skills and				
53	expertise; these educational programs should be inter-				
54	nally funded and managed exclusively by the board of				
55	trustees				
56	j. Protect the systems' stability by opposing any actions				
57	that impair or jeopardize the guaranteed rights of plan				
58	participants' benefits.				
59	The Association also believes:				
60	a. Contributions made by employees to the pension plan				
61	should be federal tax deferred and not subject to FICA				
62	taxes				
63	b. Contributions made by employers to the pension plan				
64	should not be subject to FICA taxes				
65					
		c. Benefits paid should not be subject to any state's income		66	
		tax		67	
		d. Benefits paid should not be offset due to eligibility in		68	
		multiple retirement programs		69	
		e. Contributions from both employees and employers		70	
		should be remitted in a timely fashion in accordance with		71	
		state statutes		72	
		f. Districts and charter schools should make biannual		73	
		summary reports of retirement contribution remittances.		74	
		(1969, 2009)		75	
				76	
		<b>F-62. Investment of Retirement System Assets</b>		<b>77</b>	
		<b>and Protection of Earned Benefits</b>		<b>78</b>	
		The National Education Association believes that retirement		79	
		system assets can be invested in any type of investment that		80	
		plays an appropriate role in achieving risk and return objectives		81	
		reasonably suited to the retirement program. In the investment		82	
		and management of retirement systems assets, and in a manner		83	
		consistent with their fiduciary responsibilities and all applicable		84	
		federal, state, and local statutes, trustees should, among other		85	
		circumstances, consider—		86	
		a. General economic conditions		87	
		b. The possible effect of inflation or deflation		88	
		c. The role that each investment or course of action plays		89	
		within the overall portfolio of the		90	
		retirement program		91	
		d. The expected total return from income and appreciation		92	
		of capital		93	
		e. Needs for liquidity, regularity of income, and preserva-		94	
		tion or appreciation of capital		95	
		f. The adequacy of funding for defined benefit plans based		96	
		on reasonable actuarial factors		97	
		g. Protection of the long-term employment interests and		98	
		opportunities of participants in the plan		99	
		h. Opposition to investments in corporations whose policies		100	
		or expenditures of funds undermine child welfare and/or		101	
		public education, when other investments provide equiva-		102	
		lent benefits to retirement system members.		103	
		Boards of trustees charged with the authority to invest		104	
		and manage the assets of public employee retirement systems		105	
		should adopt a statement of investment objectives and policies		106	
		for each retirement program that include—		107	
		a. The desired rate of return on assets overall		108	
		b. The desired rate of return and acceptable levels of risk		109	
		for each asset class		110	
		c. Asset allocation goals		111	
		d. Guidelines for the delegation of authority		112	
		e. Information on the types of reports to be used to evaluate		113	
		performance.		114	
		The Association also believes that the boards of trustees		115	
		of education employee retirement systems should make every		116	
		effort, consistent with their fiduciary obligations, to participate		117	
		in the decision-making process of corporations in which the		118	
		systems hold stock by casting stockholder votes that benefit the		119	
		interests of the participants and beneficiaries of the retirement		120	
		systems and those of the united education profession and by		121	
		electing to corporate boards members and/or representatives		122	
		who support public education. The Association further believes		123	
		that the boards of trustees of public employee retirement sys-		124	
		tems should coordinate their voting in companies in which they		125	
		have a mutual interest.		126	
		The Association believes that the assets of retirement sys-		127	
		tems in which public education employees participate should be		128	
		managed and invested for the sole and exclusive benefit of the		129	
		participants and beneficiaries of those systems. Expenditures		130	



1	from a system trust fund should only be made for the benefit of	66
2	trust beneficiaries and for the reasonable expenses of adminis-	67
3	tering the system. All retirement benefits earned by education	68
4	employees should, under the law, be payable to such employees.	69
5	Existing retirement benefits should be maintained or improved.	70
6	No person participating in a retirement system should be	71
7	required to accept any reduction in benefits below those in force	72
8	at any time during the period of membership. The retirement	73
9	benefits are earned, and therefore, inviolate.	74
10	The Association is aware of incursions on retirement system	75
11	assets by state and municipal governments. Such incursions	76
12	include misuse of assets, manipulation of pension assumptions,	77
13	arbitrary and deleterious investment restrictions, and the failure	78
14	to appropriate required funds to the system. These practices	79
15	reduce the financial soundness of the system and jeopardize the	80
16	security of education employee retirement benefits. Retirement	81
17	systems can best be protected by the passage of state constitu-	82
18	tional protections against any diminution of plan assets that is	83
19	not in the sole interest of plan participants and beneficiaries or,	84
20	absent such constitutional safeguards, by at least the passage	85
21	of federal and/or state legislation that provides for protections	86
22	against any diminution of plan assets that is not in the sole	87
23	interest of plan participants and beneficiaries.	88
24	The Association also believes that a retirement system	89
25	should be exempt from federal regulations when its plan is in	90
26	compliance with standards prescribed by federal, state, and	91
27	local statutes. (1976, 2008)	92
28		93
29	<b>F-63. Social Security</b>	94
30	The National Education Association believes that Social	95
31	Security is a social contract between the U.S. government and	96
32	its citizens that must never be breached. The Association also	97
33	believes that Social Security benefits should be guaranteed	98
34	for all participants regardless of age, gender, or marital status.	99
35	To better ensure retirement security, Social Security benefits	100
36	should not be integrated with other retirement benefits.	101
37	The Association further believes that Social Security is	102
38	a critical social insurance program and therefore initiatives	103
39	should be undertaken that ensure its long-term solvency. These	104
40	measures should guarantee at least the current level of prom-	105
41	ised benefits that provide inflation-adjusted retirement benefits	106
42	for retirees, family survivors of deceased workers, and disabled	107
43	workers and their families.	108
44	The Association opposes:	109
45	a. Any proposal to privatize Social Security	110
46	b. Provisions and regulations that deprive public employees	111
47	of Social Security benefits	112
48	c. Mandatory coverage of public employees under Social	113
49	Security for employee groups that have declined	114
50	coverage.	115
51	The Association supports the availability of voluntary Social	116
52	Security coverage to eligible school employee groups, where	117
53	initiated by those groups, in states and localities in which pub-	118
54	lic employees are not covered by Social Security. (1977, 2008)	119
55		120
56	<b>F-64. Medicare</b>	121
57	The National Education Association believes that Medicare	122
58	is a contract between the United States government and its	123
59	citizens and that this commitment must not be breached.	124
60	The Association also believes that benefits to recipients and	125
61	payments to medical providers should be equitable and fair	126
62	throughout the nation.	127
63	The Association further believes that initiatives should be	128
64	undertaken to ensure the long-term solvency of the Medicare	129
65	system and to guarantee a level of health benefits that provides	130
	and ensures high quality, affordable, and comprehensive health	66
	care for all Medicare-eligible individuals. (1999, 2009)	67
	<b>G. SECURE PROFESSIONAL AUTONOMY</b>	68
	<b>PROFESSIONAL STANDARDS, CERTIFICATION,</b>	69
	<b>LICENSURE</b>	70
	<b>G-1. State Professional Standards Boards</b>	71
	The National Education Association believes that the profes-	72
	sion must govern itself. The Association also believes that each	73
	state should have a professional standards board, composed	74
	of a majority of practicing public school teachers. The Asso-	75
	ciation further believes that all state professional standards	76
	boards should include a broad representation of groups that are	77
	licensed.	78
	Professional standards boards should have exclusive author-	79
	ity to license and to determine criteria for how a national cer-	80
	tificate will be recognized for professional educators. Further,	81
	these boards should have the exclusive authority to establish the	82
	standards regarding licensure, including procedures for suspen-	83
	sion and revocation. The Association opposes legislation that	84
	compromises the authority of state standards boards and urges	85
	the elimination of state statutes that conflict with this author-	86
	ity. The Association further believes that these boards must	87
	apply National Council for Accreditation of Teacher Education	88
	(NCATE) standards as a minimum for granting, denying, or	89
	withdrawing the approval of teacher preparation programs.	90
	(1969, 2010)	91
	<b>G-2. National Board Certification</b>	92
	The National Education Association supports voluntary	93
	national certification by which the profession grants recogni-	94
	tion to an individual who has met qualifications specified by	95
	the profession. The Association recognizes that this function is	96
	filled by the National Board for Professional Teaching Stan-	97
	dards (NBPTS), which is composed of a majority of practicing	98
	public school teachers.	99
	The NBPTS establishes appropriate assessment proce-	100
	dures by which individuals demonstrate exemplary practice in	101
	pedagogy and in subject matter areas, issues certificates to all	102
	individuals who meet NBPTS-established standards, maintains	103
	a roster of those who have been certificated, and encourages	104
	reciprocity with state professional standards boards.	105
	The Association also supports the periodic evaluation of	106
	such certification procedures to ascertain whether cultural, eco-	107
	nommic, gender, racial, or age bias is perpetuated by the require-	108
	ments for certification. (1987, 1998)	109
	<b>G-3. Licensure</b>	110
	The National Education Association advocates rigorous	111
	quality teaching standards such as those found in the NEA	112
	Principles of Professional Practice for entry into the teaching	113
	profession. As established by professional standards boards,	114
	these quality teaching standards must include each of the	115
	following:	116
	• high academic performance	117
	• extensive clinical practice and field experience	118
	• demonstrated knowledge of subject matter	119
	• demonstrated knowledge of pedagogy, child development,	120
	and learning acquisition.	121
	For every candidate, including those entering via alternative	122
	routes, teacher licensure programs must be equal in rigor and	123
	focus and be based upon these quality teaching standards in	124
	order to prepare candidates for the initial teaching license.	125

1	Assessments used to measure teacher skill, knowledge,		66
2	and instructional competency must be valid and unbiased and		67
3	should be included as one element of comprehensive assessment		68
4	for completion of a teacher preparation program as well as for		69
5	licensure into the profession.		70
6	The Association opposes licensure processes that lower		71
7	or eliminate any of the standards outlined above, including		72
8	“testing-only” approaches to teacher licensure.		73
9	The Association asserts that a teaching license should signify		74
10	that an individual entering the teaching profession is competent		75
11	to teach. A teaching license must be recognized as the primary		76
12	requirement for employment in every primary, secondary, and		77
13	adult education public and private school. The Association		78
14	believes that all states should offer appropriate pre-K licensure.		79
15	No license should be issued unless an individual possesses		80
16	the entry-level knowledge and skills required for teaching. No		81
17	emergency licenses should be issued. No assignments should be		82
18	permitted outside the teacher’s area of licensure without appro-		83
19	priate concurrent retraining supported by the local district.		84
20	The Association urges the elimination of state statutes/		85
21	regulations that require teachers to renew their licenses. Where		86
22	such renewal continues to be required, it should be based on		87
23	continued growth and professional development. Standardized		88
24	literacy and basic skills tests to determine competency should		89
25	not be used.		90
26	Any nonrenewal, revocation, or significant change to the		91
27	licensure of an education employee should follow procedural		92
28	and substantive due process. Licensure should not be impacted		93
29	solely by a nonrenewal or termination of specific employment.		94
30	The Association supports regulations that would put profes-		95
31	sional educators, the majority of whom are licensed and prac-		96
32	ticing public school teachers, in state licensing agencies.		97
33	The Association also supports the periodic evaluation of		98
34	licensure procedures to ensure that cultural, economic, gender,		99
35	racial, and age biases are not perpetuated by the requirements		100
36	for licensure. (1985, 2010)		101
37			102
38	<b>G-4. Other National Professional Certifications</b>		103
39	The National Education Association supports voluntary		104
40	national certification for all education employees from profes-		105
41	sional organizations that establish appropriate assessment and		106
42	qualification standards. (2010)		107
43			108
44	<b>ACCREDITATION</b>		109
45			110
46	<b>G-5. Accreditation in Higher Education</b>		111
47	The National Education Association supports strong		112
48	regional, state, national, and discipline-based accrediting		113
49	bodies that promote and encourage faculty participation in the		114
50	accrediting process. The Association believes that programs,		115
51	faculties, administrations, and facilities should be reviewed		116
52	to determine their ability to enhance learning opportunities		117
53	for students. The Association also believes that accrediting		118
54	agencies should not impose standardized curricula, assess-		119
55	ment models, or pedagogical methods on institutions of higher		120
56	education but rather should base accreditation on standards as		121
57	applied to the institutional mission statement. (1995, 1998)		122
58			123
59	<b>G-6. Accreditation of Teacher Preparation</b>		124
60	<b>Institutions</b>		125
61	The National Education Association believes that teacher		126
62	preparation programs must be approved at two levels: at the		127
63	state level through an agency such as a professional standards		128
64	board and at the national level through the National Council for		129
65	Accreditation of Teacher Education (NCATE).		130
	The Association also believes that NCATE and its governing		
	boards must include representatives of all levels of the teaching		
	profession as well as students preparing to teach. (1969, 2000)		
	<b>H. UNITE EDUCATION EMPLOYEES FOR</b>		
	<b>EFFECTIVE CITIZENSHIP</b>		
	<b>CITIZENSHIP RIGHTS</b>		
	<b>H-1. The Education Employee as a Citizen</b>		
	The National Education Association believes that every		
	education employee has the right and obligation to be an		
	informed and politically active citizen. The Association also		
	believes that, as private citizens, education employees have the		
	right to express their personal viewpoints in public without		
	fear of censorship or intimidation. The Association supports		
	voter education to alert voters to voting laws and procedures		
	and key political issues. The Association also supports written		
	governing board policies to guarantee education employees		
	their political rights. The Association further believes that local		
	government units should be prevented from restricting the right		
	of education employees to run for any elective office. Provi-		
	sions should be made to enable education employees to serve in		
	public office without curtailment of annual increments, tenure,		
	retirement, or seniority rights, or to carry out jury duty without		
	personal financial loss.		
	The Association believes that it is the duty and responsibility		
	of education employees to involve themselves in the selection,		
	election, and reelection of qualified, committed candidates who		
	support goals that will provide quality education. Therefore, the		
	Association urges its members to become politically involved		
	and to support the political action committees of the Associa-		
	tion and its affiliates. (1969, 1997)		
	<b>H-2. The Right To Know</b>		
	The National Education Association believes that open		
	meeting and public disclosure laws are essential to permit the		
	monitoring of governmental actions. (1972, 1997)		
	<b>H-3. The Right To Vote</b>		
	The National Education Association believes that the		
	principle of one-person—one-vote must apply at all levels		
	of government, including the election of the President of the		
	United States.		
	The Association recognizes the right to vote as a constitu-		
	tional right guaranteed to all eligible citizens. The Association		
	supports the continued maintenance of the provisions of the		
	Voting Rights Act of 1965.		
	The Association also supports voting and absentee provi-		
	sions that are accessible, simplified, accurate, reliable, and veri-		
	fiable for all elections and further supports election administra-		
	tions that provide for open, fair, secure, and publicly verifiable		
	ballot counting.		
	The Association opposes all actions that encourage or result		
	in voter disenfranchisement. The Association supports voter		
	education programs and uniform registration requirements		
	without restrictive residency provisions or restrictive identifica-		
	tion requirements. (1971, 2006)		
	<b>H-4. U.S. Constitutional Convention</b>		
	The National Education Association believes that the U.S.		
	Constitution safeguards freedoms fundamental to our society.		
	The Association also believes that all proposed changes to the		
	Constitution should be directed through the traditional congress-		
	ional proposal and state ratification process rather than through		

1	the convening of a constitutional convention, which opens the		66
2	Constitution to the possibility of total revision. (1982, 1997)		67
3			68
4	<b>H-5. Member Involvement in Community</b>		69
5	<b>Organizations</b>		70
6	The National Education Association encourages its mem-		71
7	bers to become involved in citizen-based community organiza-		72
8	tions and to influence those organizations to address issues of		73
9	common concern to their local, state, and national education		74
10	associations. (1992)		75
11			76
12	<b>H-6. Participation in Professional Associations</b>		77
13	The National Education Association believes that every		78
14	education employee has the right and obligation to participate		79
15	fully in professional associations. Policies adopted by governing		80
16	boards should provide released time without loss of pay to edu-		81
17	cation employee fulfilling leadership responsibilities or attend-		82
18	ing professional meetings. Released time should be equitably		83
19	provided to all education employees, without harassment and		84
20	without preference given to educational position. (1986, 1997)		85
21			86
22	<b>H-7. National Health Care Policy</b>		87
23	The National Education Association believes that affordable,		88
24	comprehensive health care, including prescription drug cover-		89
25	age, is the right of every resident.		90
26	The Association supports the adoption of a single-payer		91
27	health care plan for all residents of the United States, its ter-		92
28	ritories, and the Commonwealth of Puerto Rico.		93
29	The Association will support health care reform measures		94
30	that move the United States closer to this goal and that achieve		95
31	universal and comprehensive health care coverage, control costs		96
32	while assuring quality, emphasize prevention of health care		97
33	problems, and are financed by means that assure greater equity		98
34	in the funding of that health care.		99
35	The Association also believes that until a single-payer		100
36	health care plan is adopted, Congress should make no cuts in		101
37	Medicare/Medicaid benefit levels or in federal funding of the		102
38	Medicare/ Medicaid program. (1978, 2003)		103
39			104
40	<b>H-8. Energy Programs</b>		105
41	The National Education Association believes that a national		106
42	energy policy should reflect the efficient use of energy from		107
43	all sources, provide research to develop new sources of energy,		108
44	stress rapid development of renewable energy sources, and		109
45	promote conservation.		110
46	The Association supports ensuring the energy-efficient oper-		111
47	ation of public schools and encourages the use of new energy		112
48	sources and energy-efficient design in school renovation and		113
49	construction. The Association also supports efforts that develop		114
50	energy conservation awareness and school building energy		115
51	audit programs. The Association further supports programs that		116
52	investigate energy efficiency recommendations, research, and		117
53	public health and safety programs for all educational levels in		118
54	the schools. (1977, 1997)		119
55			120
56	<b>H-9. Environmental Responsibility</b>		121
57	The National Education Association believes that busi-		122
58	nesses and governmental agencies should be responsible for		123
59	designing, producing, and using products that are reusable,		124
60	recyclable, biodegradable, or disposable without contaminating		125
61	the environment.		126
62	The Association encourages its affiliates and members to		127
63	include these criteria in selection of products for use and to		128
64	work with school systems and educational institutions in devel-		129
65	oping purchasing policies using these criteria.		130
	The Association also believes that business and governmen-		66
	tal agencies should dispose of waste in a manner that will have		67
	the least possible impact on the environment. (1990, 1995)		68
			69
	<b>H-10. Historic Preservation</b>		70
	The National Education Association encourages the pres-		71
	ervation of historically significant lands and structures for the		72
	purposes of preserving our nation's heritage and maintaining		73
	important historic resources for future generations. (1990, 1994)		74
			75
	<b>H-11. Statehood for the District of Columbia</b>		76
	The National Education Association affirms that all citizens		77
	of the United States should enjoy the full benefits of citizenship.		78
	Accordingly, the Association supports efforts to achieve state-		79
	hood for the District of Columbia.		80
	The Association believes that the concept of fiscal autonomy		81
	is consistent with this position and that the federal payment		82
	to the District of Columbia should be based on an established		83
	formula. (1969, 1997)		84
			85
	<b>I. PROMOTE AND PROTECT HUMAN AND</b>		86
	<b>CIVIL RIGHTS</b>		87
			88
	<b>INTERNATIONAL RIGHTS</b>		89
			90
	<b>I-1. Peace and International Relations</b>		91
	The National Education Association recognizes the interde-		92
	pendence of all people. The Association believes in the ideals		93
	of peace, freedom, and human dignity based upon respect for		94
	the individual and cultural diversity. The Association urges all		95
	nations to develop treaties and disarmament agreements that		96
	reduce the possibility of war, provide for the peaceful resolu-		97
	tion of conflicts, and guarantee the rights of nations to exist		98
	within safe and secure borders, free from the threat of pre-		99
	emptive attacks. The Association also believes that such trea-		100
	ties and agreements should prevent the placement of weapons		101
	in outer space.		102
	The Association supports the principles stated in the United		103
	Nations (UN) Charter and believes that the UN furthers world		104
	peace and promotes the rights of all people by preventing war,		105
	racism, and genocide. The Association further believes that		106
	Education International contributes to peace and international		107
	relations by promoting dialogue among the world's education		108
	employees.		109
	The Association supports the U.S. Institute of Peace, which		110
	provides publications, information, programs, training, and		111
	research data in developing peacemaking and conflict resolu-		112
	tion skills. (1973, 2006)		113
			114
	<b>I-2. International Court of Justice</b>		115
	The National Education Association believes in the concept		116
	of the rule of law throughout the world and recognizes that		117
	the International Court of Justice is one instrument to resolve		118
	international disputes peacefully.		119
	The Association urges participation by the United States in		120
	deliberations before the court. (1986, 1997)		121
			122
	<b>I-3. International Criminal Court</b>		123
	The National Education Association believes that the Inter-		124
	national Criminal Court is critically important as an instrument		125
	to help end the impunity of human rights violators, provide		126
	for the rule of law, and hold accountable those who commit		127
	the gravest human rights crimes, including genocide, crimes		128
	against humanity, and war crimes.		129
			130

1	The Association also believes that the United States should	
2	ratify the Rome Statute of the International Criminal Court and	
3	recognize and support its authority and jurisdiction. (2005)	
4		
5	<b>I-4. World Hunger</b>	
6	The National Education Association believes that worldwide	
7	attention needs to be focused on hunger and malnutrition. The	
8	Association supports continued relief to those in need as well as	
9	the education of children, youth, and adults concerning world	
10	hunger and its effects so that they may develop the capacity and	
11	the commitment to resolve these problems. (1975, 1989)	
12		
13	<b>I-5. Covert Operations and Counterintelligence</b>	
14	<b>Activities</b>	
15	The National Education Association believes that U.S.	
16	covert operations and counterintelligence activities should be	
17	compatible with the basic principles of our democratic society.	
18	The Association also believes that all such activities should	
19	be conducted under the jurisdiction of the executive and legisla-	
20	tive branches of our government and that individuals must be	
21	held accountable when they work outside of the specific direc-	
22	tives issued for a given operation. (1989)	
23		
24	<b>I-6. Nuclear Freeze/Cessation</b>	
25	The National Education Association believes that nuclear	
26	war is not survivable. The proliferation of weapons technol-	
27	ogy and the sale and distribution of conventional and nuclear	
28	weapons increase the possibility of nuclear war.	
29	The Association also believes the United States and all other	
30	nations should adopt a verifiable freeze on the testing, develop-	
31	ment, production, upgrading, emplacement, sale, distribution,	
32	and deployment of nuclear weapons, materials, and all systems	
33	designed to deliver nuclear weapons. The Association sup-	
34	ports the development of treaties for the cessation of all nuclear	
35	weapons testing, providing they contain adequate verification	
36	and enforcement provisions. The Association also supports the	
37	development of treaties to eliminate the world's nuclear weap-	
38	ons arsenals. (1982, 2000)	
39		
40	<b>I-7. Nuclear Facilities, Radioactive/Chemical Pol-</b>	
41	<b>lutants, and Waste Incineration</b>	
42	The National Education Association believes that strict	
43	monitoring of nuclear facilities and radioactive/chemical	
44	pollutants and waste incineration should be required. The	
45	Association urges the development and implementation of new	
46	technologies for the safe transport and recycling of all wastes.	
47	The Association supports programs that would educate the	
48	public to the dangers and benefits of nuclear power, recycling of	
49	nuclear wastes, problems of nuclear waste disposal, and health	
50	risks associated with waste incineration.	
51	The Association also believes that the people of a state	
52	should make the final determination as to whether or not toxic	
53	and/or nuclear waste processing sites or the transportation of	
54	nuclear waste shall be within their state boundaries. Contigu-	
55	ous states directly affected environmentally by processing sites	
56	should be included in the final determination. Strict guidelines	
57	concerning the construction and operation of waste incinerators	
58	should be required. The Association further believes that such	
59	facilities should not be constructed within a 10-mile radius of	
60	any school facility.	
61	The Association believes that education employees must be	
62	involved in the development and dissemination of emergency	
63	plans in the case of accidents that could result in environmental	
64	and/or health hazards. (1989, 2009)	
65		
	<b>I-8. Sustainability</b>	66
	The National Education Association believes that sustain-	67
	ability is the understanding of the connections between, and	68
	achieving balance among, the economic, social, and environ-	69
	mental aspects of a community, and that sustainability requires	70
	assessing entire systems and recognizing how they must oper-	71
	ate in order to preserve the natural systems that support our life	72
	on earth.	73
	The Association also believes that sustainability is related to	74
	the quality of life in a community and whether the economic,	75
	social, and environmental systems that make up a community	76
	are providing a healthy, productive, and meaningful life for all	77
	community residents, present and future.	78
	The Association further believes that establishing, track-	79
	ing, and managing sustainability goals will ensure continuous	80
	progress toward sustainability, and that sustainable practices	81
	are cost-effective, provide a workforce that understands sustain-	82
	ability, build stronger communities, support local economies,	83
	protect student and staff health, support academic success, pre-	84
	pare today's students to be wise leaders tomorrow, and protect	85
	our ecosystems. (2008, 2010)	86
		87
	<b>I-9. Global Climate Change</b>	88
	The National Education Association believes that global	89
	climate change causes significant measurable damage to the	90
	earth and its inhabitants.	91
	The Association also believes that humans must take steps	92
	to change activities that contribute to global climate change.	93
	The Association supports environmentally sound practices	94
	that abate global climate change and its effects. (2007, 2008)	95
		96
	<b>I-10. Global Environmental Restoration</b>	97
	The National Education Association believes that when pol-	98
	lution occurs the responsible entities must be accountable for an	99
	expeditious, complete cleanup and restoration of the environ-	100
	ment and its ecological systems. In addition, the Association	101
	supports international efforts to reduce the levels of toxic met-	102
	als and chemicals in the food chain. (1990, 2005)	103
		104
	<b>I-11. International Consumer Protection</b>	105
	The National Education Association believes that products	106
	sold and/or advertised abroad by U.S.-based companies must at	107
	least meet the consumer, health, and safety standards that are	108
	required for trade within the United States.	109
	Furthermore, the Association opposes coercing other	110
	nations to accept U.S. products that do not meet those nations'	111
	consumer, health, and safety standards or practices. (1990)	112
		113
	<b>HUMAN AND CIVIL RIGHTS</b>	114
		115
	<b>I-12. Human Rights</b>	116
	The National Education Association believes that the	117
	governments of all nations must respect and protect the basic	118
	human and civil rights of every individual, including equal	119
	access to education as embodied in the United Nations Univer-	120
	sal Declaration of Human Rights. The Association condemns	121
	any action that limits or prohibits the free and responsible exer-	122
	cise of these rights and believes that all education employees	123
	must lead in the effort to prevent any encroachment on basic	124
	human and civil rights.	125
	The Association also believes that the U.S. government	126
	should withhold all forms of military aid to governments that	127
	violate these rights.	128
	The Association further believes that violence is abhor-	129
	rent. The Association also condemns violence, as well as the	130

1	tolerance of violence, and believes that all nations must pass	66
2	and enforce measures to curtail and prevent actions and prac-	67
3	tices that inflict pain, suffering, mutilation, or death, and offer	68
4	asylum to those threatened by such actions.	69
5	The Association expresses concern that the utilization of	70
6	trade sanctions on food and medical supplies by any nation	71
7	of the world to achieve political objectives fails to adequately	72
8	consider the possible humanitarian impact of those policies on	73
9	the civilian populations of the affected nations, particularly the	74
10	young, the elderly, and the poor.	75
11	The Association deplors the holding of hostages, all forms	76
12	of torture, and the taking of human life in the name of mak-	77
13	ing a political statement. The Association believes that it is the	78
14	responsibility of all governments to discourage such actions by	79
15	individuals or groups of individuals. The Association supports	80
16	an international judicial system that would hold accountable	81
17	those who violate human rights.	82
18	The Association calls upon all nations to release all educa-	83
19	tion employees and students who are being held without charge	84
20	and to refrain from the use of coercion and arbitrary detention	85
21	to punish the people of a specific area of their territories.	86
22	The Association further condemns the practice of capital	87
23	punishment in nations without judicial safeguards such as the	88
24	presumption of innocence and/or the right to counsel.	89
25	The Association also expresses concern that the practice	90
26	of capital punishment in the United States impacts individuals	91
27	disproportionately on the basis of social class, race, ethnicity,	92
28	and gender. The Association supports ongoing efforts to review	93
29	the practice of capital punishment for inequities based on these	94
30	and other factors.	95
31	The Association opposes any federal, state, or local law;	96
32	executive order or presidential signing statement; and/or	97
33	amendment to the U.S. Constitution that curtails or infringes	98
34	on basic human rights. The Association also opposes torture	99
35	and cruel, inhuman, or degrading treatment or punishment	100
36	of persons in the custody or under the physical control of the	101
37	U.S. government, regardless of nationality or physical location.	102
38	(1977, 2008)	103
39		104
40	<b>I-13. Civil Rights</b>	105
41	The National Education Association is committed to the	106
42	achievement of a totally integrated society. The Association	107
43	calls upon Americans to eliminate—by statute and practice—	108
44	barriers of race, color, national origin, religion, philosophical	109
45	beliefs, political beliefs, gender, sexual orientation, gender	110
46	identification, age, disability, size, marital status, and economic	111
47	status that prevent some individuals, adult or juvenile, from	112
48	exercising rights enjoyed by others, including liberties decreed	113
49	in common law, the Constitution, and statutes of the United	114
50	States. Civil order and obedience to the law must be ensured	115
51	without abridgment of human and civil rights. All individu-	116
52	als must be assured a speedy and fair judicial process with	117
53	free legal counsel for those in need. To be effective citizens,	118
54	individuals must be trained and aided in developing strategies	119
55	and expertise that will enable them to operate effectively in a	120
56	democratic society.	121
57	The Association opposes any federal, state, or local law;	122
58	executive order or presidential signing statement; and/or	123
59	amendment to the U.S. or state constitutions that curtail basic	124
60	civil rights including the right to habeas corpus. (1969, 2008)	125
61		126
62	<b>I-14. Human and Civil Rights of Children and Youth</b>	127
63	The National Education Association believes that the	128
64	human and civil rights of children and youth must be protected	129
65	and opposes the exploitation of children and youth under any	130
	circumstances. The Association also believes that all children	66
	possess a fundamental civil right of access to a system of high	67
	quality public education grounded in the principles of adequacy	68
	and equity.	69
	The Association supports the rights of youth to safely access	70
	education and other human services during conditions of war,	71
	occupation, natural disaster, and civil strife.	72
	The Association condemns the use of children and youth by	73
	organizations, governments, and political/military movements	74
	to advance their political objectives. The Association also	75
	condemns governments that subject young people to physical or	76
	mental abuse, violence, and unwarranted detention or incarceration.	77
	The Association opposes the impressment or acceptance	78
	of minors into the service of the armed forces of any govern-	79
	ment or into the service of revolutionary forces under any	80
	circumstances. The Association also supports programs and	81
	other efforts to prevent and alleviate the effects of such trauma	82
	upon children and youth.	83
	The Association further believes that children and youth in	84
	detention centers must be provided educational programs that	85
	include any special education services per a student's indi-	86
	vidualized education program (IEP) or a student's 504 plan to	87
	enable a student to become a contributing member of society.	88
	Teachers in such centers must be prepared to provide instruc-	89
	tion in life skills and learning skills.	90
	The Association also opposes the imposition of the death	91
	penalty or life imprisonment without parole on individuals	92
	whose offenses were committed prior to age 18. The Associa-	93
	tion further condemns the practice of placing children and	94
	youth in trouble in abusive environments. The Association	95
	further opposes the placement of children and youth who are	96
	not charged with any offense in facilities with persons who are	97
	charged with criminal offenses. The Association believes that	98
	there must be separate facilities for the detention and for the	99
	incarceration of children and youth and supports the develop-	100
	ment of alternatives to supplement the use of such facilities.	101
	(1988, 2008)	102
		103
	<b>I-15. Human Trafficking</b>	104
	The National Education Association is committed to the	105
	abolition of all forms of human trafficking. Human trafficking	106
	is the acquisition of people by improper means such as force,	107
	fraud, or deception, with the aim of exploiting them as defined	108
	by the United Nations Convention of Human Trafficking and	109
	Migrant Smuggling. (2010)	110
		111
	<b>I-16. Self-Determination of Indigenous People</b>	112
	The National Education Association recognizes that Ameri-	113
	can Indians and Alaska Natives are sovereign nations with the	114
	rights of self-determination and supports Native Hawaiians in	115
	reclaiming their rights of self-determination and sovereignty.	116
	The Association also recognizes that sovereignty includes	117
	the right to provide for culturally appropriate education of	118
	American Indians, Alaska Natives, and Native Hawaiians.	119
	(2007)	120
		121
	<b>I-17. Family Planning</b>	122
	The National Education Association supports family plan-	123
	ning, including the right to reproductive freedom.	124
	The Association urges the government to give high priority	125
	to making available all methods of family planning to women	126
	and men unable to take advantage of private facilities.	127
	The Association also urges the implementation of commu-	128
	nity-operated, school-based family planning clinics that will	129
	provide intensive counseling by trained personnel. (1985, 1986)	130

1	<b>I-18. The Right To Organize</b>		
2	The National Education Association believes that all people	Association condemns such policies as inhumane and discrimi-	66
3	have the right to organize in order to achieve an improvement	natory. (1984, 2010)	67
4	of their living conditions through their own free and inde-		68
5	pendent unions and organizations. The Association urges that	<b>I-23. Housing and Health Care for All</b>	69
6	this right be advocated where it is now abused or denied and	The National Education Association believes that all	70
7	strengthened where it is now secured.	members of our society have the right to adequate housing and	71
8	The Association deplores anti-union activities by business	health care. The Association supports programs to provide	72
9	interests, school districts, and government agencies, including	adequate housing and health care for the homeless and others in	73
10	efforts that attempt to destroy and undermine labor unions and	need of assistance. (1989, 1997)	74
11	organizations, penalize members for union involvement, and		75
12	deprive workers of their right to organize and bargain. The	<b>I-24. Fair Housing</b>	76
13	Association supports the rights of workers to unionize by sign-	The National Education Association believes that all citizens	77
14	ing cards and the establishment of penalties for violating the	should be free to reside in the communities of their choice.	78
15	rights of workers to unionize. (1982, 2009)	The Association supports the elimination of the discriminatory	79
16		practice of redlining. (1969, 1997)	80
17	<b>I-19. Displaced Workers</b>		81
18	The National Education Association believes that entities	<b>I-25. Invasion of Privacy</b>	82
19	that close, move, sell, downsize, or reorganize their facilities	The National Education Association believes that every indi-	83
20	have an obligation to provide displaced employees with a variety	vidual has a right to privacy. The Association continues to be	84
21	of retraining and support programs. These entities shall assist	concerned about the indiscriminate surveillance of citizens or	85
22	their employees with placement in jobs having comparable pay	groups by private and public agencies or individuals, especially	86
23	and benefits and shall maintain existing union contracts.	the posting of addresses, phone numbers, and/or travel routes	87
24	The Association opposes the use of public funds to encour-	of individuals on Internet Web sites. The Association condemns	88
25	age the movement of U.S. companies to other countries at the	the use of information gathered and stored and the exchange of	89
26	expense of U.S. union labor. (1992, 1993)	such information, including library patron, medical, e-mail, and	90
27		credit card records, without explicit release from the person or	91
28	<b>I-20. Use of Union-Made Products and Services</b>	persons involved.	92
29	The National Education Association recognizes the histori-	The Association also believes that rights to privacy and	93
30	cal role of organized labor in its struggle for economic and	confidentiality must be guaranteed through federal and state	94
31	social justice. The Association advocates the use of union-made	legislation. (1970, 2004)	95
32	products and services. The Association supports the use of		96
33	appropriately established boycotts and picket lines. (1991, 1994)	<b>I-26. Freedom of Creative Expression</b>	97
34		The National Education Association supports freedom of	98
35	<b>I-21. Migrant Workers</b>	expression in the creative arts and therefore deplores any efforts	99
36	The National Education Association is concerned with the	by governments to suppress, directly or indirectly, such expres-	100
37	plight of migrant workers. The Association supports the efforts	sion. The Association also supports the freedom of publicly	101
38	of migrant workers to be represented in collective bargaining	funded agencies to exercise judgment in the awarding of grants	102
39	by the organization of their choice. (1985)	to individuals and organizations. (1990)	103
40			104
41	<b>I-22. Immigration</b>	<b>I-27. Violence Against Women and Girls Worldwide</b>	105
42	The National Education Association supports efforts to	The National Education Association condemns domestic	106
43	improve the immigration process, including the provision of	and other violence against women and girls, as well as the toler-	107
44	due process, political asylum, and timely legalization without	ance of such violence, and believes that all nations should pass	108
45	regard to national origin. The Association also supports poli-	and enforce measures to curtail and prevent actions, policies,	109
46	cies that protect the integrity of the family unit and deplores	and practices that inflict pain, suffering, or death. (1993, 1997)	110
47	the hardships imposed on families when family members,		111
48	especially parents, guardians, or caretakers, are detained and/	<b>I-28. Sexual Assault</b>	112
49	or deported for immigration status offenses and thereby sepa-	The National Education Association believes that all mem-	113
50	rated from their children, many of whom are U.S. citizens. The	bers of society should be protected from becoming victims	114
51	Association believes that English and citizenship classes should	of sexual assault. The Association also believes that it is a	115
52	be available in sufficient numbers to ensure that immigrating	violation of the victims' right to privacy to release the names	116
53	individuals can comply with all federal mandates for permanent	of the victims or to have their past sexual history admitted as	117
54	residence and/or citizenship. The Association also believes that	evidence in assault cases. The Association supports fair and	118
55	the federal government is responsible for the enforcement of	equitable treatment by health, hospital, and law enforcement	119
56	immigration policy.	agencies for sexual assault victims. The Association further	120
57	The Association opposes any immigration policy that	believes that access to necessary services/programs must be	121
58	denies human and/or civil rights or educational opportunities	made available to victims and their families. These services	122
59	to immigrants and their children regardless of their immigra-	must be funded by appropriate government agencies.	123
60	tion status, hinders workers' abilities to organize, imposes	The Association believes that states should develop a	124
61	excessive fees and fines on those seeking legalization, or	systematic process for gathering evidence when such assaults	125
62	criminalizes individuals or groups who support or assist immi-	occur and supports the use of DNA testing as a means to	126
63	grants regardless of their status. The Association also opposes	identify perpetrators of sexual assault. The Association also	127
64	any policy that makes legalization or naturalization dependent	believes in the importance of counseling and rehabilitation for	128
65	upon military service and/or service in a combat zone. The	the assailant, and the protection of privacy and due process	129
		rights for both the victim and the alleged assailant. (1981, 2005)	130

<b>1</b>	<b>I-29. Human Relations in the School</b>	
<b>2</b>	The National Education Association believes that improved	
<b>3</b>	human relations is essential to the school environment. To	
<b>4</b>	improve human relations in all schools, the Association calls	
<b>5</b>	for—	
<b>6</b>	a. School recruitment and staffing policies that will ensure	
<b>7</b>	culturally diverse education employees	
<b>8</b>	b. Appropriate classroom and other student-related activi-	
<b>9</b>	ties, particularly those that are responsive to the cultural	
<b>10</b>	diversity and historical backgrounds of our society	
<b>11</b>	c. Further development of continuing education programs	
<b>12</b>	to educate school and community personnel	
<b>13</b>	d. Reduction of the ratio of students to licensed staff. This	
<b>14</b>	reduction should be to the level teachers determine to be	
<b>15</b>	essential to improved learning	
<b>16</b>	e. Development of ways to improve community-police	
<b>17</b>	and student-police relations through the joint efforts of	
<b>18</b>	school, community, and law enforcement agencies	
<b>19</b>	f. Joint discussions to promote understanding of human and	
<b>20</b>	civil rights and responsibilities in all segments of society	
<b>21</b>	g. Development and implementation of curricula that teach	
<b>22</b>	students about positive human relations. (1972, 1999)	
<b>23</b>		
<b>24</b>	<b>I-30. Bullying</b>	
<b>25</b>	The National Education Association believes that the school	
<b>26</b>	environment/work site must be free from all forms of bullying	
<b>27</b>	including, but not limited to, physical and psychological bully-	
<b>28</b>	ing, and cyberbullying. Bullying is the systematic and chronic	
<b>29</b>	infliction of physical hurt and/or psychological distress on one	
<b>30</b>	or more individuals. The Association recognizes that bullying	
<b>31</b>	can affect the entire school community and work sites.	
<b>32</b>	The Association also believes that its affiliates, collaborating	
<b>33</b>	with local school districts and institutions of higher education,	
<b>34</b>	should involve all stakeholders in developing comprehensive	
<b>35</b>	schoolwide programs to address all forms of bullying. Such	
<b>36</b>	programs should—	
<b>37</b>	a. Establish strong policies prohibiting bullying that include	
<b>38</b>	the definition, consequences, and procedures for report-	
<b>39</b>	ing and appeals	
<b>40</b>	b. Develop and implement educational programs designed	
<b>41</b>	to help students recognize, understand, prevent, oppose,	
<b>42</b>	and eliminate bullying	
<b>43</b>	c. Provide training for all school employees in bullying	
<b>44</b>	prevention and intervention	
<b>45</b>	d. Provide professional development materials and	
<b>46</b>	resources.	
<b>47</b>	These programs should be reviewed, revised, and updated to	
<b>48</b>	reflect changing needs. (2004, 2010)	
<b>49</b>		
<b>50</b>	<b>I-31. Martin Luther King, Jr. Day</b>	
<b>51</b>	The National Education Association believes that Martin	
<b>52</b>	Luther King, Jr. Day should be a state holiday in every state to	
<b>53</b>	focus on the importance of human relations. The Association	
<b>54</b>	encourages the observance of this day to promote good will	
<b>55</b>	among all people. (1969, 2001)	
<b>56</b>		
<b>57</b>	<b>I-32. César Chávez Day</b>	
<b>58</b>	The National Education Association believes that César	
<b>59</b>	Chávez Day should be a state holiday in every state to focus on	
<b>60</b>	the importance of labor organizing and promoting equitable	
<b>61</b>	human relations. The Association encourages the observance	
<b>62</b>	of this day to promote reflection and action for social justice.	
<b>63</b>	(2008, 2009)	
<b>64</b>		
<b>65</b>		
	<b>I-33. Freedom of Religion</b>	<b>66</b>
	The National Education Association believes that freedom	<b>67</b>
	of religion is a fundamental human right. The Association also	<b>68</b>
	believes that choice of religion is an intensely personal decision.	<b>69</b>
	Instruction in religious doctrines and practices is best provided	<b>70</b>
	within a family setting and/or by religious institutions.	<b>71</b>
	The Association further believes that schools should teach	<b>72</b>
	the rights and responsibilities associated with the freedom	<b>73</b>
	of religion, the religious heritage and diversity of the United	<b>74</b>
	States, respect for the beliefs of others, and the historical and	<b>75</b>
	cultural influences of various world religions.	<b>76</b>
	The Association believes that local school boards should	<b>77</b>
	adopt policies that govern religious activities on school prop-	<b>78</b>
	erty. Such policies must respect the separation of church and	<b>79</b>
	state; govern voluntary, student-led meetings with adult super-	<b>80</b>
	vision before or after normal school hours; treat all religions on	<b>81</b>
	an equal basis; and protect the rights of students and education	<b>82</b>
	employees.	<b>83</b>
	The Association also believes that the constitutional provi-	<b>84</b>
	sions on the establishment of and the free exercise of religion	<b>85</b>
	in the First Amendment require that there be no sectarian prac-	<b>86</b>
	tices in the public school program. The Association opposes the	<b>87</b>
	imposition of sectarian practices in the public school program	<b>88</b>
	and urges its affiliates to do the same.	<b>89</b>
	The Association also opposes any federal legislation or man-	<b>90</b>
	date that would require school districts to schedule a moment	<b>91</b>
	of silence. The Association particularly opposes a moment of	<b>92</b>
	silence as a condition for receiving federal funds. (1995, 2008)	<b>93</b>
		<b>94</b>
	<b>I-34. Gun-Free Schools and the Regulation of</b>	<b>95</b>
	<b>Deadly Weapons</b>	<b>96</b>
	The National Education Association believes that all stu-	<b>97</b>
	dents and education employees must be allowed to learn and	<b>98</b>
	work in an environment free of unauthorized guns and other	<b>99</b>
	deadly weapons. Severe penalties should be enacted and strenu-	<b>100</b>
	ously enforced for criminal actions involving guns and other	<b>101</b>
	deadly weapons, especially in school settings, and for those	<b>102</b>
	who profit from the illegal sale, importation, and distribution	<b>103</b>
	of these weapons. The Association also believes that individu-	<b>104</b>
	als who bring guns or deadly weapons to school should be	<b>105</b>
	excluded from school and school grounds until undergoing	<b>106</b>
	mandatory prescribed intervention.	<b>107</b>
	The Association further believes that strict prescriptive	<b>108</b>
	regulations are necessary for the manufacture, importation,	<b>109</b>
	distribution, sale and resale of handguns and ammunition	<b>110</b>
	magazines. The possession by the private sector of automatic	<b>111</b>
	weapons and military-style semiautomatic assault weapons	<b>112</b>
	should be illegal, except for historical and collection purposes,	<b>113</b>
	which must be strictly regulated. A mandatory background	<b>114</b>
	check and a mandatory waiting period should occur prior to the	<b>115</b>
	sale of all firearms. The Association believes that minors shall	<b>116</b>
	not be allowed to buy, own, or sell firearms.	<b>117</b>
	The Association also believes that gun owners should partici-	<b>118</b>
	rate in educational programs that stress responsible ownership,	<b>119</b>
	including safe use and storage of guns. (1982, 2003)	<b>120</b>
		<b>121</b>
	<b>I-35. Victims of Crime</b>	<b>122</b>
	The National Education Association believes that victims of	<b>123</b>
	crime should be treated with dignity and compassion, without	<b>124</b>
	the fear of intimidation. Victims and their families should	<b>125</b>
	be notified of and have the right to be present/represented at	<b>126</b>
	all hearings and legal proceedings involving the defendant/	<b>127</b>
	perpetrator.	<b>128</b>
	The Association also believes that it is a violation of the	<b>129</b>
	victims' right to privacy to release the names of the victims.	<b>130</b>

1	The Association further believes that victims and their families	
2	must be made aware of and have free access to necessary	
3	services/programs. These services/programs must be funded by	
4	the appropriate government agencies. (1987, 2008)	
5		
6	<b>I-36. Military Veterans</b>	
7	The National Education Association believes that many	
8	veterans of military conflicts are suffering physical, social, and	
9	psychological problems because of their involvement in combat	
10	and related military activities. The Association supports federal	
11	and state increases in benefits and programs, including retire-	
12	ment benefits, for these military veterans to meet their needs.	
13	(1981, 1997)	
14		
15	<b>I-37. Veterans Day</b>	
16	The National Education Association believes that children	
17	and people of this nation should honor and memorialize the	
18	sacrifices and heroic acts of the men and women who have	
19	served in the Armed Forces. Veterans Day should be main-	
20	tained as a legal holiday. Students should be taught the impor-	
21	tance and magnitude of the sacrifices made by service men and	
22	women in the protection of the United States during war and	
23	peace. Affiliates and school systems should plan observances	
24	to promote the celebration of veterans' courage, patriotism, and	
25	sacrifice for every member of society. (2001)	
26		
27	<b>I-38. Traffic Safety</b>	
28	The National Education Association believes that traf-	
29	fic deaths and injuries must be reduced. The Association	
30	supports—	
31	a. Enactment and enforcement of effective and equitable	
32	legislation regulating driving while under the influence of	
33	alcohol, drugs, or other mind-altering substances	
34	b. Appropriate educational experiences for students regard-	
35	ing the effects of driving while under the influence	
36	c. Recognized community and school groups in their	
37	efforts to reduce death and injury from	
38	accidents caused by drivers under the influence	
39	d. Legislation requiring mandatory restraint of all pas-	
40	sengers in motor vehicles, excluding school buses. The	
41	legislation should require the use of seat belts for adults	
42	and minor children and approved car seats for infants and	
43	young children	
44	e. Legislation requiring the use of helmets for bicycle and	
45	motorcycle riders	
46	f. Continued research and the development of safety	
47	features and passive restraint systems for passengers	
48	in school buses and for the inclusion of those features	
49	shown to be effective	
50	g. Legislation mandating no texting on cell phones while	
51	driving. (1982, 2010)	
52		
53	<b>I-39. Federal and State Support for Public Welfare</b>	
54	The National Education Association believes that conditions	
55	that cause reliance on public welfare must be alleviated. The	
56	Association also believes that the federal and state governments	
57	must work together to provide assistance in education, hous-	
58	ing, child care, health care, transportation, and job training/	
59	placement. Furthermore, assistance must continue during the	
60	transition from welfare to work.	
61	The Association further believes that no current employee	
62	should be displaced nor position abolished as a result of govern-	
63	ment efforts to move individuals from welfare to work. (1971,	
64	1999)	
65		
	<b>RIGHTS OF SPECIFIC GROUPS</b>	<b>66</b>
		<b>67</b>
	<b>I-40. Protection of Senior Citizens</b>	<b>68</b>
	The National Education Association condemns the physical,	<b>69</b>
	mental, and economic abuse of senior citizens.	<b>70</b>
	The Association also condemns those policies and practices	<b>71</b>
	that result in poor medical care; physical, mental, and economic	<b>72</b>
	abuse; excessive pharmaceutical charges; inadequate dietary	<b>73</b>
	programs; deteriorating living quarters; and untrained staff for	<b>74</b>
	patients and residents of nursing and retirement homes.	<b>75</b>
	The Association supports legislation and consumer educa-	<b>76</b>
	tion to eliminate the use of unethical techniques, scare tactics,	<b>77</b>
	and misrepresentation to divest senior citizens of their financial	<b>78</b>
	resources.	<b>79</b>
	The Association believes that its affiliates should join in	<b>80</b>
	political action to bring about legislative and administrative	<b>81</b>
	reform at the state and national levels. (1978, 1997)	<b>82</b>
		<b>83</b>
	<b>I-41. People Living with HIV/AIDS</b>	<b>84</b>
	The National Education Association believes that people	<b>85</b>
	living with human immunodeficiency virus (HIV) or with	<b>86</b>
	acquired immunodeficiency syndrome (AIDS) should be	<b>87</b>
	ensured fair and equitable treatment allowing equal access to	<b>88</b>
	education, employment, living conditions, and all rights guar-	<b>89</b>
	anteed by law. (1994)	<b>90</b>
		<b>91</b>
	<b>I-42. People Living with Hepatitis</b>	<b>92</b>
	The National Education Association believes that people	<b>93</b>
	living with hepatitis should be ensured fair and equitable treat-	<b>94</b>
	ment that allows equal access to education, employment, living	<b>95</b>
	conditions, and all rights guaranteed by law. (2010)	<b>96</b>
		<b>97</b>
	<b>I-43. Disabilities Awareness</b>	<b>98</b>
	The National Education Association believes that the human	<b>99</b>
	and civil rights of students, education employees, and commu-	<b>100</b>
	nity members with disabilities must be protected. The Associa-	<b>101</b>
	tion encourages its affiliates to educate their own members and	<b>102</b>
	the public at large to bring about an awareness of disability	<b>103</b>
	issues. (1999, 2001)	<b>104</b>
		<b>105</b>
	<b>I-44. Accessibility for Persons with Disabilities</b>	<b>106</b>
	The National Education Association believes that all build-	<b>107</b>
	ings should be in compliance with the accessibility standards of	<b>108</b>
	the Americans with Disabilities Act. (1988, 1997)	<b>109</b>
		<b>110</b>
	<b>I-45. Protection of Persons with Mental</b>	<b>111</b>
	<b>Disabilities</b>	<b>112</b>
	The National Education Association believes that the human	<b>113</b>
	and civil rights of individuals with mental disabilities must be	<b>114</b>
	protected.	<b>115</b>
	The Association also believes that individuals with men-	<b>116</b>
	tal disabilities who have committed criminal offenses should	<b>117</b>
	receive all diagnostic and/or psychological services that meet	<b>118</b>
	their needs and guarantee their right not to be abused while	<b>119</b>
	incarcerated. The Association further believes that individu-	<b>120</b>
	als with mental disabilities should not be subjected to capital	<b>121</b>
	punishment. (1989, 1997)	<b>122</b>
		<b>123</b>
	<b>I-46. Care of Persons with Mental Health</b>	<b>124</b>
	<b>Disorders</b>	<b>125</b>
	The National Education Association believes that it is soci-	<b>126</b>
	ety's responsibility to provide quality care for persons suffering	<b>127</b>
	from diagnosed mental health disorders. Such persons should	<b>128</b>
	have access, as needed, to primary hospital care, outpatient	<b>129</b>
	services, necessary medication, social services, and housing in	<b>130</b>



1	the least restrictive environment. Financial assistance for such	
2	care should be based upon the ability of the individual to pay.	
3	(1986, 2008)	
4		
5	<b>OPPOSITION TO ALL FORMS</b>	
6	<b>OF DISCRIMINATION</b>	
7		
8	<b>I-47. Elimination of Discrimination</b>	
9	The National Education Association is committed to the	
10	elimination of discrimination based on race, gender, ethnicity,	
11	economic status, religion, disability, sexual orientation, gender	
12	identification, age, and all other forms of discrimination.	
13	The Association believes that honest and open conversa-	
14	tion is a precursor to change. The Association encourages its	
15	members and all other members of the educational community	
16	to engage in courageous conversations in order to examine	
17	assumptions, prejudices, discriminatory practices, and their	
18	effects.	
19	The Association condemns any code or system of discrimi-	
20	nation and exploitation. The Association also believes that	
21	sanctions are both justified and necessary against governments,	
22	organizations, businesses, and/or groups that utilize or support	
23	discriminatory practices. (1976, 2005)	
24		
25	<b>I-48. Discrimination by Organizations</b>	
26	The National Education Association believes that organiza-	
27	tions are strengthened by offering membership on a nondis-	
28	criminatory basis.	
29	The Association shall not participate in programs sponsored	
30	by any organization and/or its auxiliary that deny membership	
31	to certain segments of our society on a discriminatory basis	
32	when such denials are not related to the stated purposes of the	
33	organization, nor shall the Association utilize the facilities of	
34	such organizations.	
35	The Association urges its affiliates and members not pres-	
36	ently holding membership in such organizations to discontinue	
37	any involvement with such organizations and urges that its	
38	members not participate in, provide programs to, or join organi-	
39	zations utilizing exclusionary membership.	
40	The Association also urges its members now holding mem-	
41	bership in such organizations to work actively from within for	
42	the total elimination of such exclusionary clauses. (1974, 1998)	
43		
44	<b>I-49. Institutional Discrimination</b>	
45	The National Education Association believes that the fabric	
46	of our society is strengthened when the contributions of all its	
47	diverse members are encouraged and embraced. The Asso-	
48	ciation recognizes that institutional and public policies and	
49	practices sometimes discriminate against some segments of the	
50	population.	
51	The Association deplores those social, institutional, and	
52	governmental actions and policies that engender discrimina-	
53	tory practices. The Association encourages its affiliates, in	
54	concert with community organizations, to educate the public to	
55	bring about an awareness of such policies and practices and to	
56	actively work to eliminate them. (1998, 1999)	
57		
58	<b>I-50. Civility in Public Discourse</b>	
59	The National Education Association believes that American	
60	institutions in both the public and private sectors should foster	
61	a culture that promotes universal respect for all people and that	
62	strongly discourages demeaning characterizations of people	
63	in relation to their race, ethnicity, religion, nationality, politi-	
64	cal affiliation, gender, sexual orientation, gender identification,	
65	size, or disability. (2008, 2010)	
	<b>I-51. Use of Prejudicial Terms and Symbols</b>	66
	The National Education Association deplores prejudice	67
	based on race, ethnicity, religion, sexual orientation, gender	68
	identification, gender, age, disability, size, marital status, or	69
	economic status and rejects the use of names, symbols, carica-	70
	tures, emblems, logos, and mascots that promote such preju-	71
	dice. (1992, 2002)	72
		73
	<b>I-52. Hate-Motivated Violence</b>	74
	The National Education Association believes that hate-	75
	motivated violence, including, but not limited to, physical and	76
	verbal violence against individuals or groups because of their	77
	race, color, national origin, religion, gender, sexual orienta-	78
	tion, gender identification, age, disability, size, marital status,	79
	or economic condition is deplorable. The Association also	80
	believes that the threat or promotion of such violence is equally	81
	deplorable. The Association further believes that federal, state,	82
	and local governments and community groups must oppose and	83
	eliminate hate-motivated violence and that current events and/	84
	or economic conditions should not diminish such opposition.	85
	(1991, 2002)	86
		87
	<b>I-53. Right of Redress for Descendants of Slaves</b>	88
	The National Education Association believes that slavery,	89
	forced servitude, and/or the ownership of a human being are	90
	gross violations of human rights and unacceptable in a civilized	91
	society.	92
	The Association also believes that the history of slavery	93
	in the United States was a grievous flaw in judgment that has	94
	contributed to a continuance of institutional racism.	95
	The Association further believes that the descendants of	96
	those subjected to slavery in the U.S. have the right to seek	97
	redress for the injustices inflicted upon their ancestors. (2008,	98
	2009)	99
		100
	<b>I-54. Deprivation of Human Rights of Indigenous People</b>	101
	The National Education Association believes that it is	102
	deplorable for government entities to allow, sanction, or partici-	103
	partate in the slaughter and displacement of indigenous people,	104
	including any practice that violates treaties, forcibly relocates,	105
	and/or forces compulsory out-of-home placements regarding	106
	life and education.	107
	The Association also believes that any attempt to deprive a	108
	group from life, land, resources, or culture is immoral.	109
	The Association further believes that formal apologies are	110
	long overdue to the indigenous people of the United States and	111
	its territories and protectorates. (2009, 2010)	112
		113
		114
	<b>I-55. Violence Against and Exploitation of Asians/Pacific Islanders</b>	115
	The National Education Association opposes the expression	116
	of covert and overt sentiments, threats, and incidents of racially	117
	motivated physical and/or verbal violence toward Asians/	118
	Pacific Islanders. The Association believes that community-	119
	based educational programs should be developed by local	120
	school systems in conjunction with Asian/Pacific Islander	121
	groups to eliminate this violence. The Association supports	122
	clear and consistent law enforcement to protect the civil and	123
	human rights of the victims of such violence.	124
	The Association also opposes the exploitation of women as	125
	mail-order brides. (1984, 1999)	126
		127
		128
		129
		130

1	<b>I-56. Internment/Containment Policies</b>		66
2	The National Education Association recognizes that restric-		67
3	tive and/or punitive action based on race or national origin is		68
4	a violation of constitutional guarantees and is repugnant to the		69
5	American ideals of life, liberty, and property.		70
6	The Association condemns the practice of internment/		71
7	containment of racially identifiable segments of our newly		72
8	immigrated and current populations. (1982, 1998)		73
9			74
10	<b>I-57. Repatriation of American Indian/Alaska</b>		75
11	<b>Native Remains</b>		76
12	The National Education Association believes in the dignity		77
13	of the dead and encourages laws to prevent the robbing of		78
14	graves.		79
15	The Association also believes that the remains of thousands		80
16	of American Indians/Alaska Natives in storage throughout the		81
17	United States should be returned for interment to the tribes		82
18	and/or areas from which they were taken. The Association fur-		83
19	ther believes that American Indian/Alaska Native sacred items		84
20	in museum collections should be returned to the tribes of their		85
21	origin. (1989, 2008)		86
22			87
23	<b>I-58. Linguistic Diversity</b>		88
24	The National Education Association believes that, although		89
25	English is the language of political and economic communi-		90
26	cation in the United States, efforts to legislate English as the		91
27	official language disregard cultural pluralism; deprive those in		92
28	need of education, social services, and employment; and must		93
29	be challenged.		94
30	The Association recognizes the importance of an individ-		95
31	ual's native language and culture and the need to promote and		96
32	preserve them through instruction, public service announce-		97
33	ments, and all other forms of communication. (1987, 2004)		98
34			99
35	<b>I-59. Inclusive Medical Studies</b>		100
36	The National Education Association believes that women		101
37	and members of racial minority groups must be included in the		102
38	samples of all medical studies, surveys, and research purport-		103
39	ing to yield results applicable to all segments of a population.		104
40	(1991)		105
41			106
42	<b>I-60. Sexual Harassment</b>		107
43	The National Education Association recognizes that sexual		108
44	harassment is a form of sex discrimination or abuse.		109
45	The Association believes that students and education		110
46	employees should be protected from sexual harassment. The		111
47	Association encourages its affiliates to work with local school		112
48	districts and institutions of higher education to—		113
49	a. Establish strong policies defining and prohibiting sexual		114
50	harassment		115
51	b. Develop educational programs designed to help people		116
52	recognize, understand, prevent, combat, and eliminate		117
53	sexual harassment		118
54	c. Develop and publicize a grievance procedure that		119
55	encourages the reporting of incidents of sexual harass-		120
56	ment, resolves complaints promptly, and protects the		121
57	rights of all parties		122
58	d. Form and train support groups to assist in the counseling		123
59	of targets of alleged sexual harassment. (1988, 1999)		124
60			125
61	<b>I-61. Equal Opportunity for Women</b>		126
62	The National Education Association believes that all		127
63	persons, regardless of gender, must have equal opportunity for		128
64	employment, promotion, compensation (including equal pay for		129
65	comparable worth), and leadership in all activities.		130
	The Association supports an amendment to the U.S. Consti-		66
	tution (such as the Equal Rights Amendment) that guarantees		67
	that equality of rights under the law shall not be denied or		68
	abridged by the United States or by any state because of gender.		69
	The Association urges its affiliates to support ratification of		70
	such an amendment. The Association also supports the enact-		71
	ment and full funding of the Women's Educational Equity Act.		72
	The Association also believes that the Equal Employment		73
	Opportunity Commission must have cease-and-desist authority		74
	to act in all cases of discrimination based on race, creed, color,		75
	age, national origin, sexual orientation, gender identification,		76
	and gender.		77
	The Association further believes that governing boards and		78
	education associations must eliminate discriminatory practices		79
	against women in employment, promotion, and compensation.		80
	Personnel policies must include family leave, maternity leave,		81
	paternity leave, leave for adoption of a child, child-care leave,		82
	and professional leave that encourages women to participate in		83
	professional growth experiences and to prepare for administra-		84
	tive and executive positions.		85
	The Association believes that national, state, and local agen-		86
	cies should consider research specifically related to women and		87
	their health problems and concerns.		88
	The Association also believes that professional associations		89
	at all levels should adopt policies that ensure women equal		90
	access to elective, appointive, and staff positions.		91
	The Association further believes in the establishment of		92
	women's education committees in local and state affiliates as a		93
	vehicle for implementation of equal opportunity for women.		94
	The Association believes that sexism and sex discrimination		95
	must be eliminated and endorses the use of nonsexist language.		96
	(1969, 2002)		97
			98
	<b>I-62. Personal Relationships in Higher Education</b>		99
	The National Education Association recognizes that in		100
	institutions of higher education adult students and education		101
	employees may establish personal relationships. However, such		102
	relationships should be voluntary and not be used to coerce or		103
	influence others for personal advantage. Thus, the Association		104
	believes that sexual relationships between a faculty member		105
	and a student currently enrolled in the faculty member's course,		106
	or under the supervision or direction of any higher education		107
	employee, are unprofessional. The Association encourages its		108
	affiliates in institutions of higher education to seek the estab-		109
	lishment of strong policies declaring such relationships unpro-		110
	fessional. (1989, 1998)		111
			112
	<b>I-63. Businesses Owned by Minorities and/or</b>		113
	<b>Women</b>		114
	The National Education Association believes that businesses		115
	owned by minorities and/or women should be encouraged. The		116
	Association also believes that the federal government should		117
	initiate and continue policies that encourage businesses owned		118
	by minorities and/or women. (1989, 2004)		119
			120
	<b>INTEGRATION AND DESEGREGATION</b>		121
			122
	<b>I-64. Integration in the Public Schools</b>		123
	The National Education Association believes that it is		124
	imperative that full integration of the nation's schools be		125
	effected.		126
	The Association recognizes that acceptable integration		127
	plans will include affirmative action programs and a vari-		128
	ety of devices, such as geographic realignment, pairing of		129
	schools, grade pairing, and satellite and magnet schools. Some		130

1	arrangements may require busing of students in order to comply		
2	with established guidelines adhering to the letter and spirit of		
3	the law.		
4	The Association urges its affiliates to encourage school		
5	boards to study and consider seriously the negative impact on		
6	minority students when schools located in minority neighbor-		
7	hoods are targeted for closing.		
8	The Association will assist its affiliates to ensure that educa-		
9	tion employees, parents/guardians, and students are involved in		
10	the development of plans designed to achieve integration. The		
11	Association also believes that state and federal agencies should		
12	provide funds necessary to implement integration programs,		
13	including funds for student transportation. The Association also		
14	urges participation in citizen advisory committees—consisting		
15	of members designated by the local education association, par-		
16	ents, and representatives of community organizations, business,		
17	clergy, and media—that reflect the ethnic makeup of the com-		
18	munity in developing, implementing, and evaluating student		
19	desegregation plans.		
20	The Association further believes that integrated schools must		
21	provide students with equal access to all curricular and extracur-		
22	ricular programs and to technological equipment and knowledge.		
23	The Association opposes any attempts to delay or impede		
24	implementation of desegregation orders and will, therefore,		
25	resist all efforts to resegregate integrated schools. The Associa-		
26	tion also opposes any governmental attempts to resegregate		
27	public schools through any means, including vouchers, char-		
28	ters, and other school-choice initiatives.		
29	The Association will continue to oppose vigorously the		
30	systematic displacement or demotion of minority, especially		
31	Black, teachers and administrators to achieve integration. The		
32	Association further opposes actions of boards of education to		
33	finance integration plans through reduction of school staff. In		
34	addition, the Association will oppose the capricious reassign-		
35	ment and displacement of Hispanic teachers and administrators		
36	because of desegregation and bilingual programs. (1969, 2004)		
37			
38	<b>I-65. Ethnic-Minority Educators</b>		
39	The National Education Association believes that multiracial		
40	teaching staffs are essential to the operation of schools. The		
41	Association deplors the current trend of diminishing numbers		
42	of ethnic-minority educators.		
43	The Association urges local and state affiliates and appro-		
44	priate governing bodies and agencies to work to achieve and		
45	maintain ethnic diversity in all categories of educational		
46	employment. The Association also urges Department of		
47	Defense Education Activity (DoDEA) schools to actively		
48	recruit and hire ethnic-minority educators.		
49	The Association also believes that, whenever possible and/		
50	or appropriate, elders and/or community leaders of a particular		
51	culture should be invited to share their skills and knowledge as		
52	instructors of a culturally appropriate curriculum. (1979, 2006)		
53			
54	<b>J. OBTAIN FOR ITS MEMBERS THE BENEFITS</b>		
55	<b>OF AN INDEPENDENT, UNITED EDUCATION</b>		
56	<b>PROFESSION</b>		
57			
58	<b>STRONG EFFECTIVE ASSOCIATIONS/</b>		
59	<b>AFFILIATES</b>		
60			
61	<b>J-1. Strong Professional Associations</b>		
62	The National Education Association believes that an inde-		
63	pendent and professional organization is vital to its members		
64	and affiliates. This independence must be safeguarded in any		
65	alignments with other organizations.		
	The Association also believes that the unified effort of a		66
	professional organization promotes the interests of its members		67
	and advances a strong, healthy educational environment. (1974,		68
	2004)		69
			70
	<b>J-2. Supporting Locals in Jeopardy</b>		71
	The National Education Association believes that assistance		72
	should be afforded to those affiliates that exist within concen-		73
	trated territories of competing organizations. The Association		74
	encourages its affiliates to initiate and support programs that		75
	will strengthen and enhance the local organizational structure		76
	and promote membership growth within the Association. Con-		77
	tinuous communications and cooperation of local, state, and		78
	national bodies are keys to the success of the local affiliates in		79
	building solid professional organizations.		80
	The Association also believes that assistance should be		81
	given to those local affiliates that have been—		82
	a. Targeted for take-over efforts		83
	b. Taken over by competing organizations		84
	c. The object of “association busting.”		85
	Members of affiliated locals that are not the bargaining		86
	agent must be provided an effective means of processing griev-		87
	ances. (1976, 1999)		88
			89
	<b>MEMBERSHIP PARTICIPATION</b>		90
			91
	<b>J-3. Membership Participation in the Association</b>		92
	The National Education Association believes that every		93
	member has the right and obligation to participate fully in the		94
	Association. The opportunity to participate in the Association		95
	must be afforded every member without fear, intimidation, or		96
	retribution.		97
	The Association also believes that school policies should		98
	provide released time without loss of pay to those who are		99
	fulfilling leadership responsibilities, attending meetings, or		100
	participating in other Association activities.		101
	The Association supports and encourages, whenever possi-		102
	ble, policies and practices such as affordable child care services		103
	so that members with children may have improved opportuni-		104
	ties to participate in Association activities. (1969, 2008)		105
			106
	<b>J-4. Minority Participation in the Association</b>		107
	The National Education Association believes that at every		108
	phase of governance and on all decision-making levels of the		109
	Association there should be minority participation at least pro-		110
	portionate to the identified ethnic-minority population of that		111
	geographic level.		112
	Ethnic minorities should be included as candidates for		113
	positions at all levels. The Association should promote minor-		114
	ity participation in program development and should employ		115
	minorities and women in staff positions consistent with Asso-		116
	ciation affirmative action policies.		117
	The Association also believes that its affiliates should main-		118
	tain a commitment to organizational policies and programs that		119
	promote the training and involvement of minorities at all levels		120
	of the organization.		121
	The Association further believes that there is a need for		122
	systematic evaluation of minority participation at all levels.		123
	(1972, 1996)		124
			125
	<b>J-5. Student Member Participation</b>		126
	The National Education Association believes that eligible		127
	students should have the opportunity to join the Association.		128
	The Association also believes that students should be encour-		129
	aged to participate in the Association at the local, state, and		130

1	national levels. Preprofessional and leadership training should		66
2	be priorities.		67
3	The Association further believes that its members should	The Association also believes that state and local affiliates	68
4	promote membership in the NEA Student Program to all	should strive to build cooperative relationships and partnerships	69
5	eligible students, including student teachers in members'	with government, business, and community leaders to promote	70
6	classrooms, and provide opportunities for community outreach,	the field of education as a profession and as a vital role in every	71
7	professional development, and political action. The Associa-	community. (1980, 2006)	72
8	tion believes that advisors of NEA Student chapters should be		73
9	members of the Association.	<b>GLOBAL EDUCATION PROFESSION</b>	74
10	The Association believes that state affiliates should facilitate		75
11	the establishment of student chapters in all higher education	<b>J-8. Universal Education Employee Rights</b>	76
12	institutions that offer teacher preparation programs.	The National Education Association supports the efforts of	77
13	The Association also believes that local and state affiliates	all associations of education employees in the world to secure	78
14	should collaborate with student programs in order to facili-	basic rights for their members. The Association commends	79
15	tate the transition from student to professional membership	those education employees and students around the world who	80
16	status within the Association so that Student members become	champion academic freedom and campaign against illiteracy,	81
17	involved in the activities and leadership pathways of the profes-	especially when their activities must be conducted under	82
18	sional Association and its affiliates. (1991, 2006)	oppressive and often life-threatening conditions.	83
19		The Association stands ready to help all associations of	84
20	<b>J-6. Retired Member Participation</b>	education employees obtain their basic rights as listed in the	85
21	The National Education Association believes that retired	NEA resolutions.	86
22	members should be active participants within the Association at	The Association condemns all governments for their roles	87
23	the national, state, and local levels.	in any acts of injustice against education employees and their	88
24	Retired members should be involved in areas such as politi-	organizations and, thus, the children and youth of those coun-	89
25	cal action, legislative lobbying, member training, crisis assis-	tries. The Association urges the U.S. government to refrain	90
26	tance, development and maintenance of educational excellence,	from supporting any governments that suppress academic	91
27	welfare and safety of children, public relations, and retirement	freedom and literacy.	92
28	issues.	The Association also urges the U.S. government to refrain	93
29	The Association also believes that its members should	from any plan for overt or covert action that would destabi-	94
30	promote membership in the Retired Program to all eligible	lize or overthrow any government or would adversely affect a	95
31	members. (1976, 2002)	government's successful campaign to improve literacy, equal	96
32		education support, health care, and living and working condi-	97
33	<b>J-7. Promotion of Teaching as a Career Choice</b>	tions. (1981, 1995)	98
34	The National Education Association supports the establish-	<b>J-9. Organizations of Other Nations</b>	99
35	ment of organizations involving students interested in the field	The National Education Association believes that a strong	100
36	of education as a profession. The Association believes that its	international community of education employees is necessary	101
37	state and local affiliates should promote the establishment of	to promote international understanding and to defend the inter-	102
38	such organizations at all age levels and encourage its members	ests of education employees in all countries. The Association	103
39	to serve as advisers.	actively supports the Education International and will continue	104
40		to cooperate with professional education organizations of other	105
41		nations. (1969, 1995)	106
42			107
43			108
44			109
45			110
46			111
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## 2010–2011 NEA RESOLUTIONS COMMITTEE ROSTER

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